

Educational Supplement

FRIDAY MAY 9 1975 NUMBER 3128

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- OR (students 13-17)
2. SCARBOROUGH INTERNATIONAL SCHOOL: Scalby Road, Scarborough, Yorkshire

LIVERPOOL

EDUCATION COMMITTEE

I.M. MARSH COLLEGE OF PHYSICAL EDUCATION
Barkhill Road, Liverpool L17 8DD

Principal, Miss M. I. Jamieson, M.A.

One Year Full-Time Course DIPLOMA IN DRAMA IN EDUCATION

Commencing September, 1975.

Applications are invited for this advanced course approved by the Department of Education and Science and leading to the Diploma in Drama in Education of the University of Liverpool.

Candidates must be qualified teachers and must have had at least 3 years' teaching experience.

The course is designed for teachers in two different categories: 1. Teachers of drama who need to work in more depth, and to clarify their aims and objectives in the teaching of drama. 2. Teachers of other subjects who would like to develop links between their subject area and the resources that dramatic activities would provide.

The aims of the course will be to explore as many of the areas as possible that would come under the heading of drama; to go into depth into a selection of these areas; and to help each teacher develop a style, approach and form in the teaching of this work which is individual to himself.

Full details and application forms are available from the Principal to whom they should be returned.

DUNFERMLINE COLLEGE OF PHYSICAL EDUCATION, EDINBURGH SUMMER SCHOOL

5th to 12th July 1975

A Residential Summer School will be held at Dunfermline College. Courses will be offered in the following areas:

Bridging Course for In-Service B.Ed. Degree
Dance in Education, Men and Women
The Sociology of Sport and Recreation
Mini-Games for Upper Primary School, Men and Women

Rugby Football—Coaching
Hockey—Coaching (Women)
Movement Education in the Primary School, Men and Women

Introduction to Research in Physical Education
Science in Sport
Swimming—(1) Variety in the Swimming Programme
Swimming—(2) Teachers Certificate Course

Gymnastics—An Overall View, Men and Women
Further information from the Director, Summer School, Dunfermline College of Physical Education, Cranston Road North, Edinburgh EH4 6JD. Telephone number: 031-336 6001.

ELLSMERE PORT BOROUGH COUNCIL

MANAGER

NESTON RECREATION CENTRE

AP 1-22,682-23,901 plus threshold payments.

Applications are invited for the post of Manager of the Neston Recreation Centre which is a joint venture between the Council and the Neston Community Council on the site of the Neston Community Centre.

The Manager will be responsible for the day-to-day running of the centre which includes large sports hall, 25 metre swimming pool, gymnasium, social area, outdoor hardplay area, tennis courts, all weather tennis area and grass pitches, and a licensed bar.

Candidates should be qualified in administration and recreation and have experience in the management of leisure facilities, or managing recreational facilities including catering and licensed bar.

For full details and application forms, please contact the Manager, Neston Recreation Centre, 100, Neston Road, Neston, Merseyside L34 5JF. Tel: 051-525 0000.

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Boarding accommodation is available for girls on the site. The college is situated in a beautiful area of the Leicestershire countryside.

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Personal

Announcements

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Parliament

Poor prospects for unqualified leavers

Those who left school without any form of educational qualification—about half the school population—were most at risk over unemployment, Mr John Fraser, Under-Secretary for Employment, said in the Commons this week. He was replying to a debate on employment problems and prospects for school leavers.

Mr Fraser hoped this message would be heeded by schools, careers teachers, parents and, most of all, by pupils. Failure to achieve at school was a staggering indictment of the British educational system. Failure brought serious handicaps in employment.

He acknowledged that it was wrong to have a hurdle race involving unnecessary academic qualifications for a job or to raise the level of qualifications too high. Young people must be better prepared for jobs while at school. But getting some basic educational qualifications at school was an important guarantee against unemployment.

There were about 5,000 school leavers who had been unemployed for six months or more and almost all had left school without any reasonable educational qualifications.

The sparsely attended debate was initiated by Mr James Prior, Opposition spokesman on employment, who said school leavers would hear the brunt of unemployment as it got worse. School leavers were likely to face a serious situation this summer, and this was a social situation that could not be tolerated. It could lead to delinquency and moral degradation and the legacy of a deep recession could remain for ever.

Mr Albert Booth, Minister for Employment, said if the Government did not spend money on maintaining jobs the position of those leaving schools this summer might be considerably worse. In recent years it had become apparent that there was a great gulf between the aspirations of many school leavers and the number of training opportunities for them. This was particularly true of those with few or no academic qualifications.

The improvement since November 1972 in the general standard of those leaving school must help with the solution of this problem.

They could examine the effectiveness of services for helping school leavers in terms of what happened

to school leavers last summer. Of the 526,000 who left school then, only 8,000 were unemployed at the end of the year—1.5 per cent. The total of young people unemployed in March, including school leavers, was 32,000 and this compared favourably with a peak figure of 105,000 in 1972.

It was too early to assess how this year's school leavers would be absorbed. Employers were certainly more cautious than they had been in more prosperous years. But this was not a problem peculiar to this country.

Measures to save British Leyland were an outstanding example of government action with wide implications for young people's jobs. But, in spite of this, the particular vulnerability of young people required special action in the short and long term. Training did not make jobs; it qualified people to take the jobs that existed. It was clearly better to spend time training than to spend time unemployed.

The Government were reviewing training allowances but he thought this was not an area which could be given high priority compared with other forms of training. They

had moved on from the day when apprentices only got taken on.

Any review of training must go wider than apprenticeships and in this respect the initiatives of the Manpower Services Commission and the Training Services Agency were of special importance. The training opportunities scheme had given a second chance to many young people.

The Government were providing an extra £50m in the next two years for training developments. A scheme for apprentices to continue their training would be continued and, he hoped, extended.

The TSA planned to extend direct training so that 4,000 young people would be able to take training courses next year. The community industry scheme would be continued to help the seriously disadvantaged to bridge the gap between school and normal employment.

One aspect of unemployment among school leavers which had not been anything like the attention it deserved was the sudden change from full-time education to full-time work. This was particularly a problem for the unskilled. A more gradual transition was needed from full-time education to full-time work.

'Obstinate' on dons' pay

Mr Reg Prentice, the Education Secretary, admitted he was being obstinate but denied that he was being complacent in the controversy over dons' pay.

He told the Commons he would not tolerate a breach of the social contract's 12 month rule.

He did not rule out arbitration for a new settlement of university salaries from October, 1975, but he ruled out any backdating to October 1974.

When Mr Eric Moonman (Basil-don, Lab) pointed out that the dons might take action in the next couple of months, including stopping the marking of exam papers, Mr Prentice said he did not regard this as a crisis.

The Houghton report had recommended substantial increases in pay to the staff outside the university sector but that there should be broad comparability between the two sectors. He said he accepted that in principle.

Mr Prentice added: "As to any form of militant action, I do not think there will be much. Reports coming in today indicate that it is very uneven indeed. Any form of action would be quite irrelevant and unhelpful. No one is going to budge me on breaching the 12 months rule."

Mr Ernest Armstrong, Under-Secretary for Education and Science, replied that the letter had been sent to the schools after the direct grant schools committee had asked for full details of the minister's intentions.

Sir George Sinclair (Dorking, C), also from the Opposition, fronted a bench, complaining about the lack of details in the circular. Mr Armstrong said he did not think that any governing body could be unaware of government policy.

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by Alan W. STEPHEN COHEN reports on the Independent University and its search for students

Too few on Heads wary of the unknown

Groups of teachers are being treated to a free lunch and guided tour of the Independent University's quick jump to compulsory education in less than a year. The hope is that they will sell the merits of private enterprise higher education to their sixth formers, considering whether the university's aims and ambitions were under active consideration in the department.

Questioned by Mr Robert (Cannock, Lab) and one London MP, the Independent University's quick jump to compulsory education in less than a year. The hope is that they will sell the merits of private enterprise higher education to their sixth formers, considering whether the university's aims and ambitions were under active consideration in the department.

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to students in advance, but he was in favour of the university. This view was shared by many others.

If the academic hurdle is successfully cleared by Professor Max Beloff, university principal, and his distinguished band of academics, the students will find mother obstacle in their path. The Department of Education has firmly stated that the university's courses do not qualify for mandatory grants although a student is perfectly free to apply to his local authority for a discretionary award.

Whether that award will be made is difficult to say. Fees of £1,500 for 1976 and up to £1,650 in 1977 are mentioned in the prospectus. Board and lodging will cost about another £800 a year. Local authorities could well advise a student who submits a claim for £2,300 to apply to a traditional university where the usual arrangements for tuition fees and maintenance grants apply.

"People could get a better-accepted law degree on the state," said Dr Gward. Mr Thomson said.

Dr Gward thought the campus attractive. "In two or three years' time, if it gets off the ground, it is going to be very good, but one wonders how it is going to get off the ground."

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More parental choice means empty schools

More parental choice in schools will only be possible if there are empty places in them, Mr Jack Ainslie, chairman of Wiltshire education committee, said this week. He was speaking in a debate on educational vouchers at the Boarding Schools Association conference at Gloucester.

Full use of national resources had to be made, he said, and unpopular schools could not be allowed to stand empty or closed, which was the declared intention of those behind the voucher scheme.

Parental choice would not be improved where schools were oversubscribed. Popular schools would have to use some method of selection. One way of avoiding academic selection might be to admit pupils living within a certain distance of the school, but this would be much the same as the present system of catchment areas.

On some points Mr Ainslie agreed with Mr Michael McCrum, headmaster of Eton College, who had put the case for vouchers to the conference. Mr Ainslie agreed that the theory warranted serious consideration and that it would be worth having an experiment somewhere in this country.

There was no doubt that vouchers would bring some extra money into education, he said. But whether it came in at the right time or in the right way was another matter.

He was also sceptical about Mr McCrum's claim that vouchers would reduce polarisation between rich and poor. Independent schools were likely to have a broader intake, but the vast majority of maintained schools would not be affected.

"What I fear is that there would be a middle class rush from one school to another."

Too much parental control, particularly over the shape and social role of the school, might not be desirable. "It is for society as a whole as well as for individuals to decide. No one denies the important role of the parent. But I do not believe this power should be paramount."

Earlier, Mr McCrum made a form of the voucher system had been

working in England for years—student grants at Oxford and Cambridge colleges. Students could choose between colleges, and the poorest had their fees subsidised through a parental means test.

He was not at all surprised that the idea had met such hostility. It was encouraging to look at voucher experiments in the United States where violent opponents of the scheme had been won over.

Many of the criticisms were misplaced. He referred to a leaflet written by himself and published by the Independent Schools Information Service in which he discussed some of the common objections.

On the claim that bad schools would be left with the less able and disadvantaged children, he wrote in the leaflet: "The governing bodies of the best good schools would be bound to take more urgent steps than they do now to remedy their school's deficiencies, either by replacing the headmaster or headmistress or by making whatever other improvements were necessary to attract parents."

In severely disadvantaged areas there would have to be an education priority area allowance to ensure that staff and buildings were above average. Children living in these areas might be given a supplement on their voucher to allow them to move to other schools.

Mr D. R. Winney, head of King Edward VI School, Louth, challenged the idea that competition between schools would necessarily improve them. He also felt it was not only parents from poorer homes who were likely to make bad decisions about schools.

●The DES are not sufficiently alert to the rapid decline in the number of boarding schools, nor do they know what to do about it, Mr R. F. Parry, head of Epsom School, Essex, said in his chairman's address to the association. Independent schools were closing or un-gamating, maintained schools were being reorganised, and the number of boarding places was falling fast, although there was a growing demand for them.

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Who makes the plan? OECD report questions role of civil servants

A team of "examiners" from the Organization of Economic Cooperation and Development in Paris have recently been engaged in a review of "educational development strategies" in England and Wales. In particular, they studied the DES planning methods, taking the procedures used in the preparation of the 1972 White Paper—*A framework for expansion*—as the operational model. In so doing they had access to detailed information which is not publicly revealed by the British Government.

A copy of the 12,000-word examiners' report, has come into our hands. It raises important critical questions:

—about the role of the Civil Service in the planning process and the civil servants' relations with their political masters.

—the failure to consider fundamental priorities and objectives because of the tendency of the administrative machine to prefer steady change on well established lines to more rigorous reappraisal.

—why the White Paper paid so little attention to the needs of the 16 to 19 age group and adult education.

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THE WOMEN'S ROYAL ARMY CORPS

The report begins by putting the planning process into a geographical and political context. Nowhere is it more important to do this than in the United Kingdom, where government is conducted within a setting of understandings, restraints, and mutual forbearances that can only in part be codified. In Britain it is the habit of most people to refer to the long history behind any social practice under scrutiny. Sometimes, in fact, the history is a relatively short one. Nevertheless, a significant principle lies behind this phrase.

They note a constitutional tradition which has evolved from a conception of limited government. Alongside this tradition, this same limited government pioneered the creation of a powerful Civil Service, whose function it is to allocate limited resources to serve goals which involve the fairly thorough redeployment from bottom to top of their nation's educational structure.

For these reasons, an analysis of the educational planning process in Great Britain has unusual interest. Fundamental choices and dilemmas that planners face in most democratic countries are highlighted. In a single package are combined a sophisticated planning approach and a resilient tradition of limited government.

In this setting planners must lead but they must also follow. They must be thoroughly professional, and also at all times in the service of the political figure who heads the DES. They must resist the temptation, and definitely avoid giving the impression of an attempt to control the content of education.

Yet they must allocate resources in accordance with some conception of national priorities and possibilities, and the line between doing this and making decisions about the goals of education is not everywhere clear.

The power of the Department of Education and Science

The operational planning process in Great Britain is part of a larger pattern of received codes and mental habits. The result can be described either as a set of paradoxes or as a subtle blend of mutually supporting virtues.

At the start one is confronted by the position of the DES in the web of organizations and agencies that have educational responsibilities. It has extremely limited authority and great power. It devises the overall plan, in so far as any exists, and takes such steps as lie within its powers to see that the plan is fulfilled (but the mission of the Department is nevertheless a restricted one. The Department is prohibited from determining the content of education anywhere.

It must leave to the local education authorities the final decision as to the way in which the mission it dispenses will be spent. In relation to institutions like the universities, the Department's authority is similarly but even further restricted. The decentralization of authority is characteristic of British political practice in general, but it is nowhere more evident than in the sensitive area of education, which unites the family and traditional mores intimately.

It should be noted, however, that this decentralization does not automatically signify a high level of participation in the administering and control of the system. The resulting virtual immunity of head teachers from external control, combined with the "liberal pluralism" referred to above, allows innovative initiatives to exist, side by side with the most traditional of arrangements.

The actual powers of the DES are nonetheless considerable. Since the Government is the largest single source of educational financing in Britain, the Department's advice commands attention in any case, but it has powers that run beyond the purely advisory.

The report goes on to refer to DES powers under Section 13, to the control of the building programme, to the supply of the rate support grant, and to the control of the curriculum. The evolution of education in the United Kingdom cannot be detached from the planning function.

tion of the DES at the centre of the planning process.

In no country, it is safe to say, does the Civil Service govern itself more closely by a code of loyalty to whatever Government is in power. In the DES, an incoming Secretary of State normally makes no appointments from the outside, though the Secretary of State in the present Labour Government has appointed an economist as a special adviser. Perhaps in no other democracy are ministers' powers of appointment so strictly limited.

This means that the expression of politically oriented points of view in the daily work of the ministry is exceptional.

The British nation has been served by a continuing stream of knowledgeable and experienced officials with a strong tradition for discipline, fidelity and morale, and chosen for their individual merits.

But there has been a by-product. A permanent officialdom has become a power in its own right. The prestige, acquaintanceships and natural authority of leading civil servants give them a standing in the civil forum often superior to that of their *de jure* political superiors. They are, in the continental phrase, "notables", whose opinions must be given special weight whether or not votes in the next election will be affected.

It is a simplification to describe the planning process in the DES as a purely technical affair in which resources are canvassed and strategic alternatives weighed, but decisions about ends and goals are neatly partitioned off and left to the politicians, the electorate and the civic consensus. It is equally simplification, of course, to say that planning is entirely the Civil Service's doing.

For example, the White Paper under scrutiny in this examination bears the impress of the views on priorities, e.g. nursery education and basic schooling, held by the Secretary of State under whom it was written.

Written under a Conservative Minister, it received initial criticism by the Labour Party as a statement of overall educational policy; nonetheless this does not appear to conflict with the decision of the Labour Government to implement the main proposals contained in it. The immediate instrument of continuity was the permanent officialdom.

The phenomenon of Civil Service predominance in educational planning is in fact partly attributable to the circumstances that the civil servants in the DES remain within the confines set for them by law and their professional code.

In sum, the cohesiveness of the Department and its continuing presence results in a continuity which provides a solid base and a guarantee of some stability to the other interests involved in the formulation and implementation of educational policy.

Characteristics of planning

Other features... are also pertinent. One of these... is the comparatively private character of the Department's deliberations regarding the plan. The examiners have had the privilege of reviewing documents and studies (particularly the *Programme Analysis and Review* (PAR) on higher education and schools expenditure) that give the evidence for the factual propositions on which the White Paper is based.

To us—and we repeat that we are acutely aware that we speak as outsiders—it seems that these excellently reasoned analyses would, if released, demonstrate to the public that the Department has gone about its planning tasks in an unusually responsible way.

The habits of British government preclude leading down the path of radicalism, but it cannot be doubted that groups outside the Department believe that departmental decision making is not conducted sufficiently in the open, and, moreover, that secrecy at central level may impair the relation between central administration.

The separation of the process from other forms of vision and control is also a note. No standing committee exists in the Department reports, but in formal institutions of that kind requiring officers of that rank to be affected by their plans or their decisions against a background of consultation.

Where basic questions of scale, organization and cost rather than educational content (White Paper, p. 1), it appears to adopt the principle of "more, not different". Some issues, like that of comprehensive education versus selection, have been left only "It is, after all, surprising that a large-scale planning exercise of this nature should omit any reference to what was perhaps the dominant educational issue of the last decade."

"There is, in sum, no attempt at a new identification and formulation of educational goals in a world where traditional canons of knowledge, values, attitudes and skills are continuously questioned."

The White Paper "inevitably gives the impression of putting forth a defensive strategy of departmental interests." The interrelationship between educational and other social objectives is "nowhere institutionalized" and educational activities are not related to those of other government departments.



Left: OECD headquarters in Paris. Right: Elizabeth House, home of the DES.

approach and technique, on the omissions rather than the merits."

They noted that, although entitled *A framework for expansion* it seems to be rather "a framework of expansion for certain pre-selected areas". Others, like the 16 to 19 year olds and adults, seemed to have been wholly or largely omitted. "We miss a balanced analysis of persisting and new trends in society, in technological development, and the role of the state and of the places of education and science in the process of evolution."

Being concerned with "matters of scale, organization and cost rather than educational content" (White Paper, p. 1), it appears to adopt the principle of "more, not different".

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The failure to provide for the 16 to 19 age group comes in for special comment. "The end of the compulsory stage put a full stop to the education of most disadvantaged children. Therefore, a wholehearted attempt to contribute to the improvement of this situation by educational services requires considerable attention and resources to be devoted to the educational prospects of those who leave full-time school at this stage and enter the industrial sector."

A judgment about the need for some vocational training is provided, but no "compulsory further education" as is the case in continental systems up to the age of 18 or 19.

The Department, and following it the Cabinet, did the wrong thing, but only a continued period of long-term preservation of the present structure will eventually produce full parity.

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Education:
A Framework for Expansion

These factors also seem to inhibit any widespread interest in DES to foster research and experimentation for educational innovation beyond its indirect interest in these matters through the mechanism of the Schools Council. Only in the cases of pre-primary education and higher education is there evidence of a (limited) necessity for research in educational matters. It appears thus to be left entirely to the educational community and to the initiative of the local authorities whether or not they engage in these vital questions.

The record of the system so far and its capacity to innovate have been good, but the question arises whether the forces now at play are not such that in the not too distant future the need may not be felt for stronger involvement from the centre... similar to the one which exists in resource planning and allocation.

The eventual report will be in three parts: the DES account of their activities; the examiners' comments and analysis; and the account of the confrontation meeting between DES representatives and the examiners in the OECD committee. It will be published later this year.

A full transcript of the examiners' report appears in this week's Times Higher Education Supplement.

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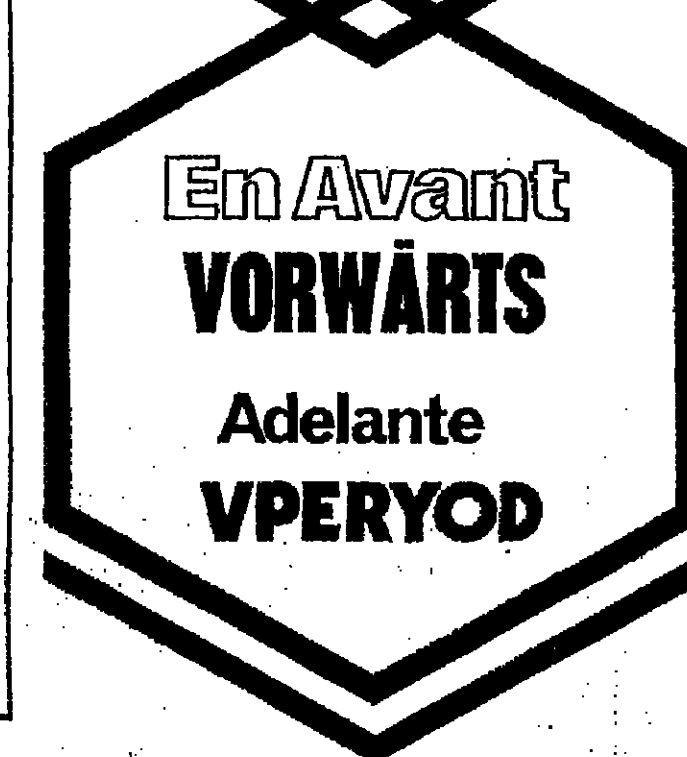
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Ivory towers men bar road to jobs

Inbred resistance to change is still keeping careers education out of schools, according to Mr Andrew Finch, head of Longside Upper School, Birstall, Leicestershire.

Attacking what he described as a "transcendental superior attitude", he told an Industrial Society conference about schools and work in London last week that Britain's teachers were too conservative. "They risk being superseded as irrelevant," he said.

"Schools should no longer allow themselves to be used as ivory towers where teachers are concerned only to impart their specialized knowledge. Education is no longer a commodity to be done up in neat parcels. It is an on-going process for life."

Mr Finch said careers education was fundamental for comprehensive schools, both for its own sake and as an aspect of what life was all about.

Mr Graham Slee, senior master at the same school, explained that all teaching staff were involved in careers education and many had spent time away from the school examining aspects of other work in depth. They had looked at such jobs as engineering and police work, and discovered the aptitudes required at first hand.

The school ran a work experience scheme that took pupils into engineering works and hospitals, shops and warehouses. "The object is to provide them with a real example of a working day," Mr Slee said. "I am not always displeased when a pupil admits that a job bores him."

A note of caution about work experience schemes came from Mr Gordon Reece, co-director of the Schools Council's careers project. He suggested that children might be better served by inviting representatives of the working world into schools. "Children gain far more from direct conversation with them," he said.

Mr Arthur Jayman of the National Union of Teachers said that opportunities for school-leavers had fallen to a point where a higher proportion of them were unemployed than any other age group. The problem was particularly acute for those without educational certificates and their situation would

get worse. But he also forecast increasing disillusion among those who had obtained qualifications and whose job expectations were unrealistically high as a result.

Calling for closer links between school and industry, he said: "Employers have a responsibility to provide jobs for young people, to protect them from economic changes and help them continue their education." He hoped that the old distinction between education and training would disappear.

"Training is often regarded as outside real education, and that is very damaging."

Earlier, Mr Reg Prentice, the Education Secretary, had also criticized teachers for their ivory tower outlook in demanding ever increasing resources for education.

"Educationists should be discussing what they should be doing for the country," he said. "The situation demands a very long haul and we have left behind for ever the old era of cheap food and materials. So all in education have to evaluate urgently their contribution to the nation's critical situation."

One of the most important contributions lay in teachers' responsibility for moral attitudes. "It has for too long been fashionable for part of the teaching force to opt out of the business of conveying moral values and to confine themselves to teaching the cognitive skills. This is one reason why the 'I'm all right, Jack' philosophy still seems so much with us."

Mr Prentice expressed dismay at the drop in school leavers involved in further education between 16 and 18. "The number of boys involved is very low; the number of girls is disgracefully low."

To overcome this, he thought it would be helpful to blur the barriers between education and employment in the hope that this would help young people to realize their continuing need for education.

Appealing for expansion of work experience schemes, he said he would like to see more discussion in secondary schools of the role of trade unions. "There is still too much of a demonology about the trade unions in the schools."

Growing demand for economics

Demand for economics and commerce courses in schools and further education is growing faster than the number of new teachers of these subjects, says an article in the latest issue of *Economics*, the journal of the Economics Association.

Mr V. S. Anthony, deputy head of The King's School, Macclesfield, and Mr B. R. G. Robinson, of Worcester College of Education, say that while 441 students in colleges and departments of education in 1973-74 were doing economics as their main subject, a questionnaire revealed that only about 300 took jobs teaching economics.

During the same period nearly 600 economics teaching posts in schools and further education were advertised.

In the present cutback in teacher training places, there was no justification for contracting the training of economics teachers.

Catering courses 'too shallow'

Hotel and catering courses in further education colleges tend to be too full, too wide in scope and too shallow, according to a survey of OND and HND students on such courses.

The survey, conducted by the Royal and Catering Industry Training Board, revealed that students thought teachers were tempted to sacrifice useful subjects for those with greater academic prestige, to spite of "laudable efforts" by teachers more than half the students felt the courses failed to give a realistic view of industry.

The survey also showed that three quarters of both OND and HND students had more than the minimum number of GCE passes.

NUT women accuse men of prejudice

Women members of the National Union of Teachers' executive are accusing some of their male colleagues of anti-feminist prejudice.

The 11 people elected to the executive to sit on the NUT's Education Committee are all men, and women members of the union say this is not an accurate reflection of the position of women in the NUT.

Last year two NUT women voted onto the Burnham time-keeping committee. This year, four stood, but the only one who was elected was Mrs. Margaret Jones, a third reserve.

This week Mrs. Brennan, the NUT's general secretary, said the election results were very gratifying in that they showed a source of much as a thousandth of a second.

No wonder, then, that those responsible for maintaining standards of time should have embraced women, not a single woman being elected in her own right already by the late 1950s.

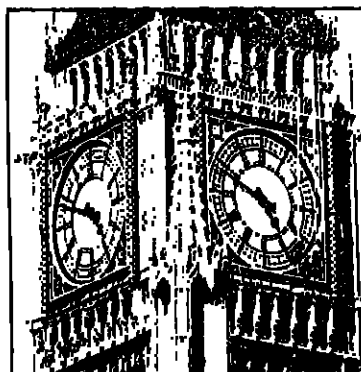
"We do not want special clocks in such a way that they are not shared by men and women," Mrs. Brennan said. "It is more than a few millionths of a second more than a few millionths of a second."

Mrs. Betty Coates, who is now said she hoped local NUT (number of vibrations a second) of time would be a particular kind of radiation emitted.

Mrs. Elsie Clayton, NUT's Burnham Committee and suggested that, as she will role of statutory women, it did not feel it necessary any other women. Mr. Jim chairman of the NUT said, said this could have the voting.

"I agree the result is not before voting takes place. Before voting takes place, we consider the interests of groups within the union, a woman. But the fact that a woman this year may have ended people's thinking, same time it may be that members who stood to be considered too left-wing to be NUT's members are women seven of the 42 executives are women."

Even the mighty atom can't keep track of the time . . .



Greenwich Observatory, France.

The whole task was made easier by the setting up of the low-frequency radio navigation chains known as Loran-C, which allow the navigators of aircraft to tell where they are by a process which amounts to calculating the difference of time transmitted by radio waves from at least two independent broadcasting stations. This meant that different timekeeping stations could compare their own atomic clocks simply by tuning in to the appropriate radio frequencies, although it was still considered important that caesium clocks should be physically transported from one place to another so as to make direct comparisons of their rates.

Everybody agrees that atomic time is at least a hundred times better in the sense of being more uniform or regular than time based on astronomical observations. When you think of it, an error of one microsecond a year corresponds to one part in 10 million million—not bad.

But, alas, it is not that simple. Most of the time, standards maintained at the seven laboratories are more convincing as local time standards than they are consistent with each other. A laboratory can qualify to be part of this international timekeeping system only if it has several caesium clocks in operation, so that they can be compared separately by the seven laboratories over three quarters of the year. In the past few years has shown that the clocks at one observatory agree more closely with each other than with the clocks at other observatories.

Put crudely, the time standards defined separately by the seven laboratories drift a little—by a few microseconds a year—when compared with each other. Why should this be? Is it possible that caesium atoms at the Royal Greenwich Observatory (which happens to be in Sussex) are different from caesium atoms in Paris or in Boulder, Colorado (where the United States National Bureau of Standards maintains its clock)?

Well, maybe. There is a remarkable article in *Science* (April 25) by two Canadians, W. H. Cannon and O. G. Jensen, which goes some way to suggest that the differences between the seven clocks contributing to the definition of UTC may be accounted for by Einstein's general theory of relativity, perhaps more accurately described as the general theory of gravitation. And

Warning to sixth-formers

An anti-recruitment campaign has been launched by students at Liverpool University. They will warn applicants from sixth forms that student societies at Liverpool are going to be "vastly inferior" to those at other universities next year.

The students' union are angry that the university finance committee will not increase the grant the union get to run sports teams and social clubs. The union says grants for clubs and society will be effectively cut by 40 per cent because of inflation. Because of this, the students, ranging from archery to yoga, will be worse than in other universities.

The campaign is being pursued through national and local advertising, the NUS and through lectures at schools.

Early leaving date sought

The Inner London Education Authority are to ask Mr Reg Prentice to introduce a common school leaving date early in the summer term.

The ILEA schools sub-committee have agreed to urge the Education Secretary to introduce legislation specifically that would allow pupils who have completed their courses and examinations, but who are not yet 16, to leave before the end of the summer term.

The authority made similar recommendations to Mr Prentice last May.

Rents threat

Three hundred students at Leicester Polytechnic face legal action if they do not pay the £27.50 withheld during their rent strike last term.

Bills for this term's rent have been sent out at £10 a week plus £2.50 a week for last term, when students only paid £2.50 in protest against the increase.

Science diary by John Maddox

quite distinct from the identical phenomenon which occurs when stars are moving quickly away from us. And of course, the gravitational red-shift as it is called applies to the measurement of time.

It so happens that Boulder, Colorado, where the US National Bureau of Standards have put their caesium clocks, is roughly a mile above sea level, and everybody agrees that it runs slower than the identical clocks maintained at Washington, which is at sea level. So much is demonstrated every few months by moving a clock from one place to the other.

The innovation in what Cannon and Jensen suggest is that Cannon's general relativity as it stands has nothing to say about the rates of clocks that happen to be accelerating one relative to the other. It is usually necessary to make some assumptions about what happens in general and to clocks in particular.

And the problem is of some practical importance because clocks at different places on the earth's surface are carried around the earth's axis with accelerations that vary with their latitude. Conventionally, people have supposed that "inertial accelerations" like these make no difference to the rate at which a clock keeps time.

Cannon and Jensen say there is no reason for this convention, and make another instead. They conclude that the rate at which an atomic clock keeps time should depend on its latitude as well as its height above the surface of the earth.

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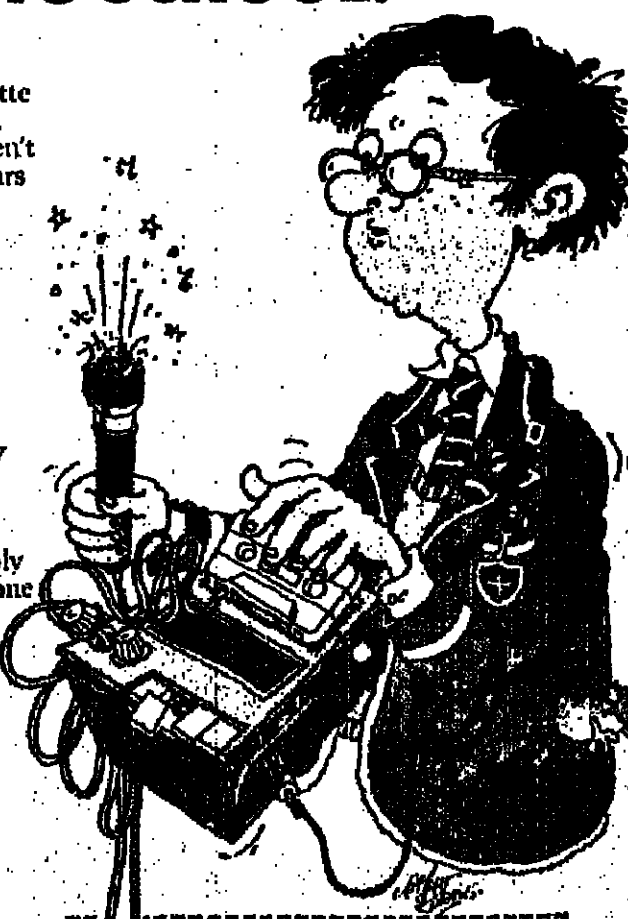
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The next course begins October, 1975, and details may be obtained from the Registrar (Admissions), Ealing Technical College, Specialist Centre for Higher Education, St Mary's Road, Ealing, London W5 6RF. Tel: 01-579 4111.

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Next Week in the TES
Next week's issue of the TES will
include a special inset on

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THE TIMES
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Teachers Advisory Council on Alcohol and Drug Education

Seventh National
Conference on Alcohol
and Drug Education
Northumberland College of
Education, Ponteland
11th to 25th July, 1975

The course will give a thorough ground-
ing in the background to drug and alcohol
abuse and related problems. It will look
specifically at the educational implications
of these subjects and counselling within
these spheres.
There will be opportunity for development
of ideas of planning ideas in the practice
of drug education, leading to a
range of methods of counselling
drug and alcohol abuse.
Details available from the Secretary
Teaching Advisory Council on Alcohol
and Drug Education, 75, Roper
Road, Weymouth, Dorset, DT9 8JF.

Sweden

50 per cent increase in spending on research

from Mike Duckenfield

STOCKHOLM
Research and development spend-
ing by the National Board of Educa-
tion has increased by more than
50 per cent since the Riksdag
voted to set up a research advisory
committee of the board four years
ago.

Recent estimates of spending in
the financial year 1974-75, which
ends at the end of this month, put
research expenditure at 26.6m Skr
(£2.7m) compared with 18.1m Skr
(£1.8m) for 1970-71.

This year special emphasis has
been placed by the board on fund-
ing research into pre-school,
secondary school and adult educa-
tion.

About 37 per cent of spending
went on comprehensive and second-
ary school projects—of which the
latter received the larger share—
while 16 per cent was devoted to
adult education; nearly 10 per cent
to teacher training and almost 6
per cent to pre-school education.

The remainder went on general
education and planning projects.

A recently-published Unesco
report on science policy in Sweden
prepared by Professor Arne Eng-
ström, secretary of the research
advisory board of the education
ministry, and four of his colleagues,
estimates that public spending on
all research and development more
than doubled in real terms during
the 1960s.

They calculate that public spend-
ing accounted for about 40 per
cent of all research expenditure,
which totalled 2,836m Skr (£283m)
in 1971. All of this, save about
110m Skr, went on scientific and
technical research; the smaller
sum being spent on humanistic and
social projects.

The national 1971 figures repre-
sent a large increase on those for
1969 and a 57 per cent increase on
those for 1967. However, spending
in the public sector declined
slightly, mainly due to the reduc-

tion in defence research expendi-
ture which has slumped dramati-
cally since the early 1960s.

However, the contraction in the
public sector has been compensated
for by an even greater increase in
private research spending, and in-
dustrial now accounts for 56 per
cent of the national total.

The authors estimate that the
private sector spent about 1,500m
Skr (£150m) on research in 1971,
notably in the electrical, transpor-
tation and engineering fields, com-
pared with about 1,100m Skr
(£110m) spent by the public sector.

The largest share of public
spending went to higher education
which received 560m Skr, while
government-sponsored agencies
received 310m Skr and private
enterprise 250m Skr.

It is not usual for the univer-
sities' accounting systems to dif-
ferentiate between money spent on
research and education, but a sur-
vey at Uppsala University carried
out by the Central Statistics Board
discovered that the proportional
spending between the two func-
tions differed widely according to
faculty.

Research and development
accounted for 13 per cent of law
faculty spending, whereas it
amounted to 57 per cent of that
for the faculty of medicine.

Generalizing from the Uppsala
findings, the authors suggest that
national university expenditure on
liberal arts, theology, law and so-
cial science research amounted to
slightly more than 50m Skr for the
year 1971-72.

This compares with the 628m Skr
for the same year spent on scienti-
fic and technical research in the
universities.

Spain

Boom time at Navarra

by James Connell

One of the few Spanish universities
which have emerged unscathed from
the traumatic problems which have
been beseging most of the country's
higher educational institutions is,
significantly, private.

Outside the state system which
highly controls university purse
strings from Madrid there are only
two independent universities in
Spain. The most recent of these is
the University of Navarra, situated
just outside the northern city of
Pamplona. Since its foundation in
1957 it has swollen in size and stu-
dent intake at a remarkable rate.

The university, a prestige project
of Opus Dei, the Catholic lay orga-
nization, reached full university sta-
tus in 1960. Its different faculty
buildings sprawl over miles of im-
pressive campus and the set-up is
reminiscent of American univer-
sities.

But more than the architecture
and interior have been taken from
the United States: the structure of
the degree studies reflects a de-
cided Anglo-Saxon bias. The lengthy
and meandering Spanish licen-
ciatura, for example, has been short-
ened and streamlined into a Bachel-

lor or Arts and a Master is the
equivalent to a doctorate.

In recent years applications have
spiralled in direct proportion to the
stoppages and shutdowns in the
state universities which has allowed
the university to cream off high
potential students, a luxury denied
to its state-run counterparts.

Some of the new departments and
institutes set up by the university
have been so successful that they
have been copied on a national
scale. One of these is the Instituto
de Ciencias de la Educación (Educa-
tional Research Institute) which
was started up in 1965 by ac-
cumbent scholar Luis Simancas. This
institute conducted the first orga-
nized survey into the functioning of
Spanish schools and their curricula
and its results contributed signifi-
cantly to the Education Reform
Bill of 1970. An Institute of this
kind now exists at all Spanish uni-
versities and serves their immediate
region.

The financing of the huge enter-
prise is something of a mystery,
though fees plus contributions and
government subsidies help cover the
upkeep.

Republic of Ireland

RC schools face a crisis

Highlighting the perilous financial
position of many religious-run secondary
schools, Dr James Good, of
Limerick College of Education, said
recently that the religious
communities should not go bank-
rupt to pay debts that properly
belonged to the state.
He said the Department of Edu-
cation were calculating the educa-
tional sum they could give to pla-
ce the schools. "What the
secondary schools should be doing
is working out a rigid system of
costing, under professional direc-
tion, of the service they are selling
to the public and demanding that
the public should be paid for the
service they receive," he said.

Argentina

Explosion in demand for training

from Patrick Knight

BUENOS AIRES
Most technical education in Ar-
gentina is carried out under the
pieces of the National Council
Technical Training (CONET) net-
work covers 427 establish-
ments throughout the country and
courses were being followed
by 192,000 students in 1973.

CONET works at the sector
level, where three-year courses
are offered (with the option of
furthering to the liberal side at a
time) and at the higher level,
three-year courses are ap-
propriate. There is also a range of
further specialization, or for
students, both adolescent
adult, who need to complete
interrupted education, and
oneselves for a trade or retrain-
ment. Drop-out rates are high
at secondary levels, so the
level is high at this level.

The problem of technical
education in a developing coun-
try is basically that it is
able to respond to demand
and adequately, and in doing
what courses and for what are
likely to be required. The solu-
tion of a trade or discipline
projects are established or tech-
nologies introduced.

Expansion programmes for
electricity, communications, and
metallurgy, or the car for
example, can suddenly put
enormous strain on the educa-
tional services.

Demand for training has
in all spheres in recent years
boosted by the continual move-
ment of population from the coun-
try to the towns and by immigra-
tion from the rest of the world.
Industry. Despite the fact that
unemployment is high, the need
for technical students is great.

With the end of the present school
year, the country will have
more than 500,000 registered
at the 25 state universities and
five provincial universities. The
CONET has agreements with the
largest manufacturers and em-
ployers from 20 to 50 per cent of
the country, and companies
and where it is as high as 60 per
cent.

CONET students, who are
managed by CONET staff, are
paid a wage of 10 per cent of the wage-earning
standard of their work population which means that they
live. The CONET is almost invariably the only chance of finding work
in the country, and companies
and where it is as high as 60 per
cent.

Seventy per cent of funds
directly from the government
of the remainder being paid
by a pay-roll tax on industry.
CONET is almost invariably the
only chance of finding work
in the country, and companies
and where it is as high as 60 per
cent.

Something which has been
great practical use, in particu-
lar, in the 30 million unemployed
person who has been living
schools maintained by the
state. These are used when new
projects are being established
remote areas, such as in the
hydro-electric or oil fields.
The system has been
produced a substantial sum
local people discovering and
other industries or particu-
larly relating to agriculture.
where CONET works very
with the nationally organized
of Agricultural Technology.

France



Employment prospects look bleak.

French young jobless may total 500,000

from William Farr

PARIS
Half of France's 750,000 unemployed
are under the age of 25, according
to the Ministry of Labour. But tak-
ing into account the large numbers
who have not registered at the
towns and by immigra-
tion from the rest of the world.
Industry. Despite the fact that
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where CONET works very
with the nationally organized
of Agricultural Technology.

England

Cuts hit optional subjects

by A. C. Valgo

Measures aimed at saving £5m from
the annual bill of the nine-year
compulsory school have been
announced by the Government.
The figure may climb
from the coming autumn term
when subjects will disappear in
seven and the minimum size
teaching groups for such sub-

jects in years eight and nine will
be doubled to 16 pupils.

Woodwork, metalwork and engi-
neering will be lumped
into one subject and commerce,
book-keeping and typing into
another.

The second compulsory language
(normally Swedish) will have but a
single course of three weekly
periods, instead of the present short
and long courses of one and a half
and four and a half hours respec-
tively.

In future only one foreign lan-
guage will be allowed in the senior
forms on an optional basis. Higher-
to schools could teach either
French, German or Russian or any
combination of them.

The overall length of the school
working week will be cut from 28
periods to 26 in years five and six
and from 32 to 30 higher up.

The unions calculate that com-
mercial office subjects may lose be-
tween 50 and 60 per cent of their
total classroom time and technical
subjects nearly a third.

West Germany

Alarm over road safety

from David Dungworth

Going to school seems to be a dan-
gerous pastime in West Germany.
A recent government report
revealed that last year 530,000 chil-
dren under the age of 16 met with
accidents either at or on the way to
their schools or kindergartens. And
on average slightly more than one
per day of these accidents proved
fatal.

Since 1971 all schoolchildren and
full-time students have been in-
sured by law against accidents
occurring at their place of educa-
tion or while they are travelling to
or from it. Statistics are now com-
piled on a national basis and the
latest figures show that only 15 per
cent of such accidents happen be-
tween home and school. About a
third of them occur in the play-
ground, on stairs or in the recrea-
tion room during breaks between
lessons, and a further third during
sport or PE sessions.

The Federal Republic also has a
dual record where the safety of
schoolchildren is concerned. A
comparative study carried out by
the Federal Office of Statistics in
Wiesbaden, covering PEC coun-
tries, Austria, Switzerland and the
United States, showed that in 1973
West Germany had the greatest
population of children under 16
killed or injured on the roads: 36.7
per 100,000 population.

Britain did only slightly better
with 62 per 100,000, and both
rates were more than three times
higher than that in Italy and well
over twice that of the USA.

Nevertheless, West Germany's
1973 figures were an improvement
on the previous year. In 1972,
73,493 children were involved in
traffic accidents which resulted in
2,114 deaths. In 1973 the totals fell
to 68,898 and 1,781 respectively.

The provisional figures for 1974
indicate a further modest reduc-
tion.

This welcome decline follows a
progressive increase in both in-
juries and fatalities in every year
up to 1972 which sparked off a
nation-wide campaign to reverse
the trend. Given the title of *Sicher-
heit im Schul-Straßenverkehr* (Safe-
ty in School-Straße Traffic), the
German Road Safety Council, the
police, morning organizations and
education authorities and backed
up by weekly television
programmes and sustained public-
ity in the national press.

In July, 1972, the conference of
Länder education ministers agreed
on a series of measures designed to
promote the teaching of road safe-
ty in schools and recommended
that in classes 1, 4, 5 and 9, a total
of 16 hours per year should be
devoted to the subject and 10
minutes per year in all other classes.
The extent to which the proposals
have so far been implemented has
varied considerably from Land to
Land.

Most of the Federal states have
drawn up syllabuses in conjunction
with the traffic police and these
are now being tried out and
revised. The cooperation also
extends to the Jugendverkehrss-
chule (youth traffic schools) run
by the police which junior pupils
visit regularly during school hours
and which provide in particular
practical instruction for child
cyclists.

In Hesse, Rhineland-Palatinate
and the Saarland, one member of
staff in each school has special
responsibility for road safety educa-
tion and many of the largest cities
are offering training courses for
teachers. Hamburg has an advisory
centre for road safety education
and North Rhine-Westphalia has
instituted the first university chair
of traffic psychology and education
at the comprehensive university of
Essen.

Teacher participation in road
safety education, however, remains
largely voluntary and the *Pädago-
gische Hochschule* (teacher train-
ing colleges) are being called on to
encourage their students to take a
greater interest. An inquiry con-
ducted by the West German
equivalent of the AA, the ADAC,
established that in the winter term
of 1973-74, only 15 of the 36 train-
ing colleges in the Federal Republic
offered courses in road safety,
all on an optional and non-examin-
able basis.

United States

Anti-violence bureau sought

from Frances Hill

NEW YORK
A national bureau should be set up
to counter violence in schools by
"constructive" means, according to
Mr James Harris, president of the
National Education Association, the
country's largest teacher union.

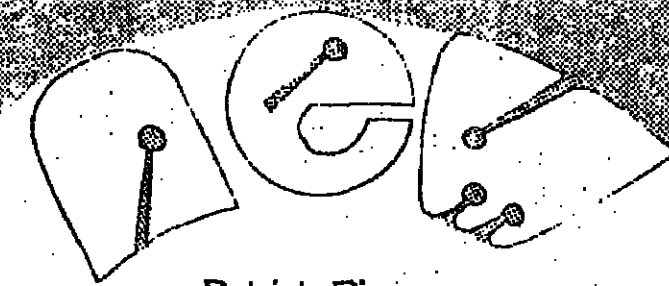
Mr Harris told the subcommittee
on juvenile delinquency of the
Senate Judiciary Committee that the
new federal agency could serve as
"a beacon for school leaders, par-
ents and students alike in helping
bring schools back together".

It could deal with specific con-
troversial issues such as student ex-
pulsions, discriminatory uses of
standardized tests, streaming and
ability grouping, Mr Harris said.

Robberies in schools increased by
117 per cent from 1970 to 1973, he
said. Assault and battery in schools
increased by 58 per cent, sex
offences by 62 per cent and drug-
related problems by 81 per cent.

And an NEA survey showed that
64,000 teachers were physically
attacked by students during the first
half of 1973-74.

The new bureau could "serve as
a vehicle to build national momen-
tum to eliminate problems of edu-
cational neglect... and for con-
structive response in instances of
student disruption," Mr Harris said.
Too many schools, he said, are
in a state of finding more positive
ways of dealing with the difficulties
they caused.



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LETTERS

Facts of an American holiday

Sir—Your paper has recently carried an advertisement for "educational holidays" in the United States and other countries for children between 12 and 18.

The holidays are advertised as "carefully planned" by the Foreign Study League, an educational service of *Readers Digest*, accommodation to be with "carefully chosen families". This organization is now sending circulars to schools promising that the accompanying teacher will "Only be a supervisor".

We accompanied such a group, of girls aged 14 to 18, last summer. We suffered. We advise colleagues in other schools to be wary of such programmes, and at the very least to examine their contracts extremely carefully and insist:

1. That the addresses of host families be provided in time for an exchange of letters.
2. That if this condition is not met there be cancellation with full refund.
3. That there be at least two accompanying teachers to any party, however small, and that the staffing ratio be at least as good as 1 to 10. It would even be advisable for one person to travel out in advance and check on arrangements.

It is only fair to say that we actually booked with Court Line and were handed over to the American Foreign Study League at short notice. Nevertheless this does not excuse the treatment we received and, in any case, at least seven newspaper articles about the complaints of other groups appeared in the Long Island press while we were there.

The fault was not with the American families who did, eventually, almost embarrass us with their generosity and hospitality. Far from being "carefully chosen", however, they were summoned by telephone three days after our arrival in the area, or encountered by chance on the beaches. Girls were issued out to them in a kind of muddled market. Eight of the girls for whom no families could initially be found and ourselves spent the first night in the house of our coordinator—a person whose idea of responsibility for such a group diverged markedly from our own.

We ourselves worked long, hard hours keeping track of our charges, who were frequently moved. Two 18-year-olds were initially carried off by a man who, at best, expected them to be housekeepers for his unwelcome teenage

children, so we had reason to be nervous. Getting girls' addresses involved major feats of diplomacy and imagination.

We also became embroiled in the emotionally charged relationships of the local hierarchy of the FSL and, as a result, moved houses twice, at midnight and in crisis each time. Once we seemed, inexplicably, on the verge of police intervention and the attentions of a private detective.

After the first few days, the girls were protected from most of the difficulties and seem to have had a "great time". But we would not willingly go through such an experience again and certainly would not wish it for colleagues from other schools.

Since our return we have tried to ensure proper safeguards for future programmes, which, at their best, could be very rewarding. But we have failed to get detailed written assurances about future arrangements and we are not satisfied that the necessary improvements will be made in written contracts.

We therefore advise extreme caution. E. LAKE and S. BATTY, Kettering High School for Girls.

Change for the better

Sir—A bad headmaster is not necessarily a bad inspector. Every man should be given the chance to find the best alternative job, if he is not doing his present job well.

The last 17 years of my working life have been more successful than my first 18 years, and I often refer to my 18 years experience of failure when trying to encourage

students coming here after various types of setbacks. Some of my best teachers are those who have had difficulties teaching in comprehensive schools where a different type of personality is required.

ROGER OSBORNE, Principal, Cambridge Tutors, Water Tower Hill.

Worried about weak teaching

Sir—We all appreciate the problems of compressing a full hour's lecture into eight column-inches, and I am grateful you found that much space for reporting my talk on the curriculum to the HMA last week.

However, I should make it clear that I certainly did not use the word "weakening" which you put in your heading. The word is not in my notes, nor even in the body of your report, and I should not like to be on record as using a word that is not only offensive to my ear in this context, but also confuses the point I was making.

After "five major questions" about the curriculum to which I devoted most of the talk, I more rapidly covered "five necessary conditions for success", which included such matters as a "whole-school language policy". The last of these points was that we must all be good classroom teachers, and I emphasized that in the recent situation even provisionally agreed not getting the help they needed for successful classroom teaching.

My worry is that weak teaching can result from insufficient emphasis being placed on the classroom in educational discussion and as a result of a large number of young teachers and rapid turnover.

MICHAEL MARLAND, Head, Woodberry Down School, London, N4.

Ball in the competitive court

Sir—I appear to have been misunderstood again in Allen Wade's article (April 25). My objection is to leagues, not competition generally, and I might add that John C. Evans, president of the Physical Education Association, wrote to me stating that he was in sympathy with my views, and kindly sending me a copy of his letter which you published a week later.

Gordon Hill, FA referee, and headteacher, has also written to me, fully agreeing with the statements I have made, and Don Revie has also told me that he is against schoolboy leagues.

I have had a number of letters in support of my views and evidence is still coming in from various sources. I am still busy engaged in research on this matter, and I fully intend to have the whole question aired at the highest possible levels.

As Mr. Wade says, sports and games offer opportunities for teachers to influence the attitudes of children towards a better understanding of interpersonal relationships. My quarrel with the system of league sports is that this factor of education is completely neglected and the prime object (in my view) appears to be to win.

In fact, although I have a wealth of argument to present in support of my view, I have now reached the stage where my favourite sport to opposition is: "You tell me what league sports have to do with education." The only justification for league sports in schools is that they exist and are accepted; but then so was slavery at one time.

I am engaged on a detailed apology which will be debated and considered by various bodies concerned with sport. In the meantime I would point out that this is not just a matter for those interested in sport but is of considerable importance to anyone concerned with education, since, if my viewpoint is accepted as valid, a lot of taxpayers' money is being squandered on activities which not only have no relevance at all to education but in fact are likely to foster undesirable attitudes in those taking part.

Kipling referred to "flannelled fops and muddled oafs" and those who agree with him may tend to think that this argument does not concern them. It is, however, their money which is being paid out to 254 RE advisers and 18 English advisers as indicated in the Bullock report. Are they satisfied with the order of priorities in education as indicated by these figures?

T. DELANEY, 8a Grosfield Street, Watlington.

Why book prices must rise

Sir—The time is ripe to make customers aware of the pricing policies faced by educational publishers.

This month sees the outcome of the current wage negotiations between the Association of Print Employers and the four book printing unions. If all demands are met—reduced working hours, increased incentive bonuses, etc.—approximately 65 per cent would be added to the printers' wage bill. Whatever the final outcome, the industry will be hard pressed to absorb much of those increases.

Book printing is a capital intensive industry and it is to keep pace with market requirements it must be constantly renewing its plant. If accrued capital is not allocated to installing up-to-date equipment, a point is soon reached when highly expensive specialist manpower is operating machinery that is physically incapable of producing a high enough return.

In addition to escalating printing costs, paper prices have been rising at a faster rate than many other commodities. Paper, raw pulp for which we have to import, is now more than twice its 1971 price level and contributes to between a third and a half of the total manufacturing cost. This percentage will inevitably increase as paper of a high enough standard to reproduce photographs and accept colour printing—essential in many of today's teaching materials—becomes proportionately more expensive.

There is yet another inflationary factor at work. Not so long ago, before the days of "inflation

accounting", one was in a position to print quantities of a title, say for two or three years. This is no longer practical, as represents capital tied up in therefore unavailable for other projects. Unfortunately, who is using mass production to the economics of scale and the reduction in the size of edition produces yet another increase in the unit cost.

I am afraid I must cast an air of gloom over the industry with the gentle reminder that the manufacturing costs we pay during 1977 have been reflected in book prices on the market place. It will only be autumn that buyers will begin to see the effect of having on school book budgets.

Educational publishers are certainly aware of their responsibility to their customers, in charging that responsibility becoming increasingly when we are effectively out for less and less cake. Our are being depleted (via Educational). This may well be more carefully selected subjects. But it is as responsibility of educational publishers to ensure that printed materials which are substantially to the learning processes, are not to die through lack of power by the schools.

PETER ELEK, Production manager, Heinemann Educational Books.

Historical eye for documents

Sir, In connexion with your account (April 18) of the work done by the University of London school examination department on the proposed use of documents in one of its "O" level history papers. It is only right to point out that the Associated Examining Board after several years of research, altered their economic and social history paper in 1974 so that it now includes a section based on documents.

The examination based upon a complete reappraisal of the objectives of teaching history at this level and is an attempt to get away from heavy concentration on sheer factual recall, so characteristic of most "O" level history syllabuses. Objective tests are used in the first paper to examine factual knowledge and also the ability to use a variety of documents; cartoons, photographs, statistics and written material drawn from both primary and secondary sources. The documents are used to test such things as historical comprehension, the ability to detect bias, and whether

or not the student can detect inconsistencies in the documents or contradictions with other sources.

There is a second paper, tests the imaginative insight a more traditional essay by which candidates are to describe such things as a must have actually been a tory cotton factory or the enclosure of the village fields.

Such a radical new examination is not without its but the work of the London examination department would indicate that this form of testing is gaining ground in the field of history.

I feel sure that history would welcome it. G. QUINN, Head, Halesham School, Battle Road, Halesham, Sussex.

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Inflation is eating into Houghton gain

Sir—Agreement in the Burnham Committee has yet to be reached on the April 1975 salary award to teachers. This is apparently in accord with the well established tradition that teachers do not receive payment for their services until well after it is due.

There is at present much talk about high public sector spending: education costs and teachers' salaries come into this category. Let it not be forgotten that economic cuts are being made in education by reducing staffing ratios in many areas.

The inevitable result will be a lowering of educational standards and the consequent damaging effect on the future of the nation. (There are other ways of trimming educational expenditure with less harmful consequences.) Teachers are already expected to do much more now than was expected a few years ago. Cuts in staff-pupil ratios can only make our task that much more difficult.

The public are told that teachers have recently received a 30 per cent salary increase resulting from the Houghton report. Some facts should be recognized:

● The recommendations of Lord Houghton's committee, implemented early in 1975, were effective at May 24, 1974, almost one year ago.

● The widely quoted 30 per cent Houghton increase was not a fact for 80 per cent of teachers. New teachers on Scale 1 received only 16.7 per cent. Heads of department on Scale 5 received at maximum 28 per cent at the top of the scale. Many deputy heads also received less than 30 per cent.

● Ten months' inflation has caused the retail price index to rise by approximately 23 per cent and several recent pay settlements have been well in excess of this.

● The Houghton award to teachers has been widely accepted as necessary and just. If the social contract still means something, and I believe it does, teachers expect fair treatment within its terms. This entails a percentage increase for all teachers from April 1975, based on the retail price index increased over the past year, together with special consideration for the lower paid in the profession.

The Houghton Committee recognized that the level of teachers' salaries had been seriously eroded over a number of years and made recommendations to remedy the situation and provide an adequate career structure. All the efforts, expertise and financial cost of the inquiry will have been disastrously wasted unless teachers receive the proportionate increases in salary necessary to restore them to their position in May 24, 1971.

D. E. TIDMARSH, Watford and District Schoolmasters Association.

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LETTERS

Merger row: ATCDE sheep unwilling to go astray

Sir—I was not at all surprised to read the somewhat indignant official denial by the Association of Teachers in Colleges and Departments of Education of your report about discussions at present taking place between the Association of Polytechnic Teachers and certain members of the ATCDE.

Indeed, it has been suggested that ATCDE members should confine their views on this matter within the privacy of the ATCDE. Apparently we all have equal rights to publicity for our opinions, but some have more equal rights than others.

Technically, no doubt, the ATCDE denial is justified, for the word "executives" may have a rather different connotation than "executive members". But the present leaders of the ATCDE delude themselves if they imagine they can deliver their members to the ATTI like so many bags of coal. As Confucius didn't say (at least, not so far as I am aware): "They who would act like mandarins should first secure the mandarins' power."

Stephen Cohen is quite right, although he understates the matter, when he says that some ATCDE members are "not happy about the proposed merger with the ATTI".

The ATCDE's proposals for merger are quite ludicrously complex and as perniciously divisive. The tripartite professional interests of all genuine teacher educators (financial, institutional and methodological), which through several decades the ATCDE have so successfully managed to integrate, would in future be served each by a different organization.

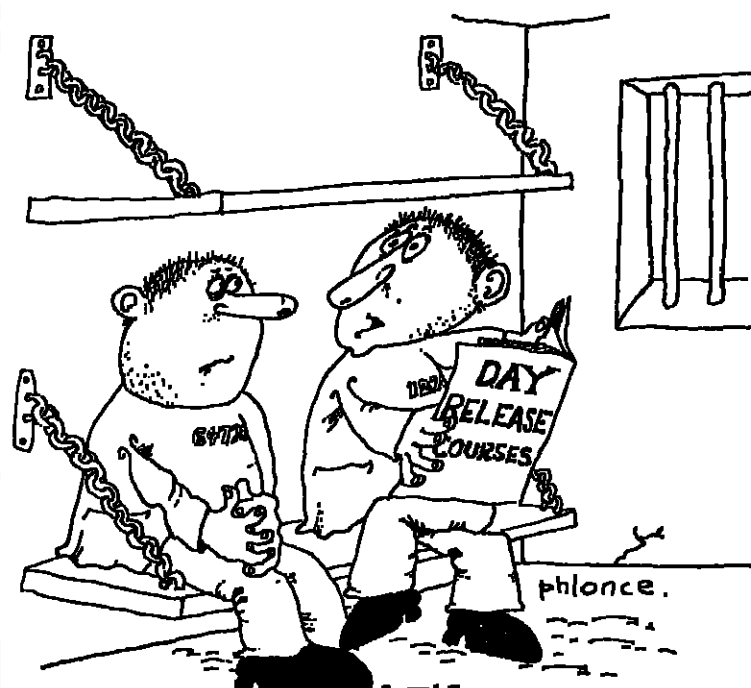
But, unlike those of ancient Gaul, the inhabitants of this new Maltopia would presumably have to pay taxes in all three parts. The document almost apologizes for its destructive effect but utters as excuse the need for speedy decisions. Somehow, that seems to ring a bell—have we not during these past 12 months heard almost identical phrases from another quarter?

Still, perhaps it is not altogether surprising that the proposed fragmentation of the interests of teacher-educators should be exculpated in much the same manner as the already largely achieved fragmentation of teacher education.

I hope that the APT will not at this late date waste any time on attempting to open official discussions with the ATCDE. They should simply change their name to the Association of Teachers in Higher Education, open their ranks to all on either side of the binary line who are engaged in work of Houghton levels I, II or III, and form a teacher education section.

If they have the courage and decisiveness to do this very quickly, I believe that large numbers of ATCDE members will join the thus formed ATHE rather than allowing themselves to be passed over on mules to the ATTI. Not all we like sheep shall go astray.

CYRIL DIBBY, Kingston upon Hull College of Education. Letters for publication should arrive by Tuesday morning at the latest. They should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.



Living with split sites

Sir—I would be very interested to hear from any of your readers who have experienced problems with operating across a multi-site institution.

This phenomenon seems to have grown rapidly over the past decade, and is not restricted to any particular level of the educational hierarchy.

Despite the difficulties associated with multi-site operations, it would appear that the issue has not received the airing it deserves. Since there are undoubtedly a large number of solutions waiting to be brought to a wider audience, the National Conference of Geogra-

phers in Higher Education are to explore this problem at their next annual conference, which is to be held at Oxford Polytechnic in September.

It would be a valuable exercise if we could put together (before the conference) a catalogue of the difficulties encountered, together with a list of the kinds of solutions people have tried or aim to try in their own institutions. IFAN D. H. SHEPHERD, Lecturer in urban studies, Middlesex Polytechnic, The Burrows, Hendon, London NW4 4BT.

Chill wind not an ill wind

Sir—The report of Ruut Veenhoven's paper, "Is there an Innate Need for Children?" (Data, April 24), following close upon the publication of similar findings by a British women's magazine, raises several related issues.

First, as one partner of a childless couple, I do agree that parenthood is not vitally essential to happiness.

Second, having talked with my father, I cannot avoid the suspicion that parents of up to 30 years ago would not have agreed that children upset their domestic equilibrium. In other words, many modern parents are allowing the demands of the consumer society and the dictates of the educational psychologists to override their own good sense in bringing up their children.

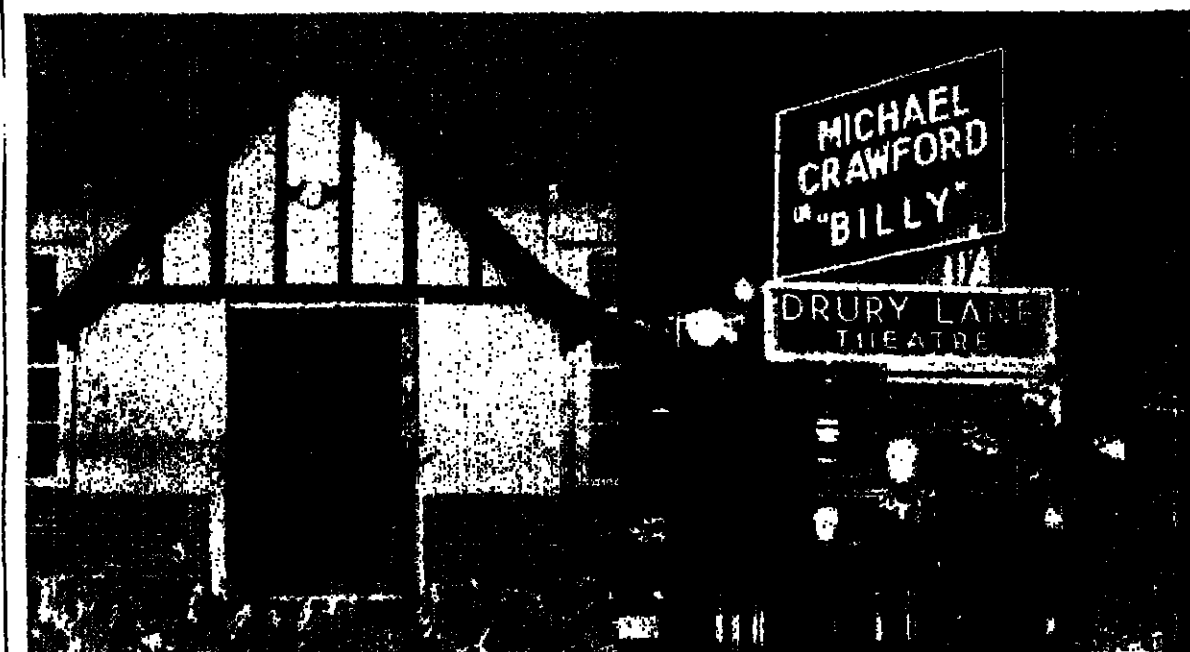
As a teacher I am constantly amazed at the number of mothers who insist that they need to go out to work, only to spend most of their earnings on costly luxuries for the children. This, over the years, gives the children false expectations of life in general and helps to cause the prevalent dissatisfaction among many teenagers and students.

The psychologists, while doing some useful work, have undoubtedly made many parents afraid to discipline their own children, self-expression being the order of the day when, in fact, it is the children from well-ordered homes who are the happy ones.

Television, too, must take its share of the blame, since it presents the well-turned out, slightly portly youngster, equipped with a succession of material acquisitions and the appropriate up-to-date jargon, as normal. Yet it is these very products of our over-materialistic society who are causing the friction of which so many parents complain.

Sadly one is forced to the conclusion that, if the chill economic wind now blowing makes it possible or necessary for children to remain children, with all that that implies, for a great deal longer than they do at present, it will definitely not be an ill wind.

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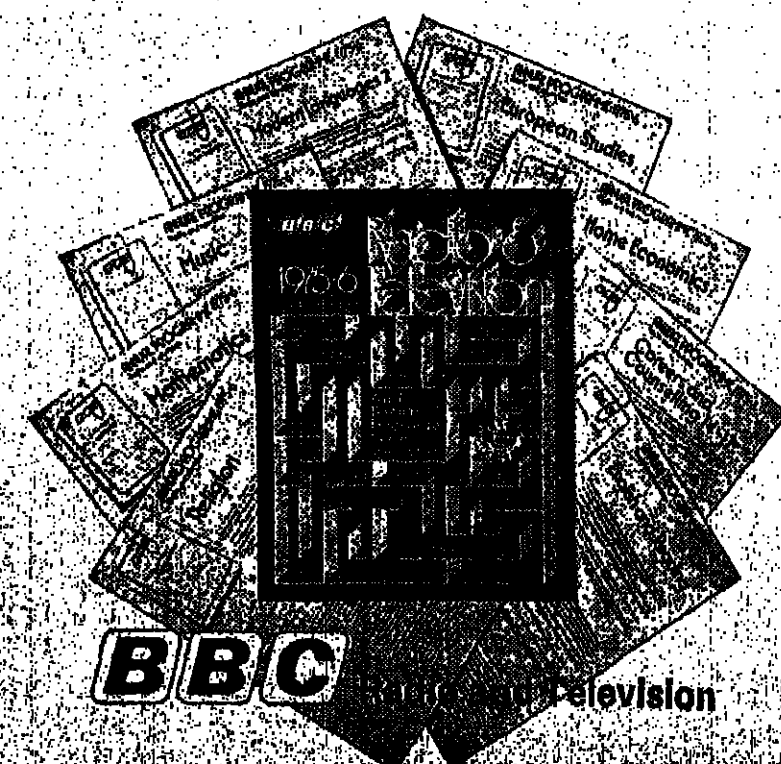
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Sport

Why the CCPR lost grip on youth

by Stanley Levenson

One major failure of the Central Council of Physical Recreation was in the least expected quarter: the youth organizations to which the CCPR had been closely linked in its early days grew less and less interested in its work.

Why and how this came about is examined by Mr Justin Evans, former deputy general secretary of the CCPR, in his history of the 37 years of the organization until it was stripped of most of its muscle by the arrival of the Sports Council with executive powers in 1972.

Over the years, until 1972, the CCPR grew to be a power in the physical education land and this book shows in detail how it was done... mainly by hard work, dedication and imagination, but with very little money and help from official sources.

One of the most interesting sections of the book is on the growth of the now famous national sports centres such as Blenheim Palace, Lilliestall, Plas y Brenin and Crystal Palace. They are, perhaps, the best monuments to the work of the CCPR.

But there is another major failing on the CCPR's record—the poor state of Britain's sports amenities even compared with countries which suffered much more during the war. True, the real culprits were to be found in town and country hall and in Whitehall, but the CCPR, by not making a public fuss, shared some of the blame.

Even after publication of the Wolfenden report on sport in 1960 the CCPR leaders seemed to be prepared to let matters drift on. It is a pity that there is no real examination of the whys and wherefores of these two crucial matters.

There is a relic of this weakness in the way the CCPR executive tamely accepted the Government proposal to shut up shop until spurred into resistance by its president, the Duke of Edinburgh.

This refusal, however belated, to lie down and die gives Mr Justin Evans's history an optimistic finale. Service to Sport by H. Justin Evans, Pelham Books in association with the Sports Council, £4.50.

New challengers for golf honours

Several schools have emerged as new challengers in the growing schoolboy golf community. The four national finals of the Aer Lingus competition have eliminated most of the schools who have been there or thereabouts since the competition began in 1972. Among those to be booted out are Millfield, the English and international champions of 1974.

Millfield could manage no better than 11th place in the English final at Little Aston last week. The final at Little Aston last week. The

event was won by Brockenhurst College, Hampshire, who will now represent England in the international final at Ballybunion, co Kerry, on Sunday.

The Brockenhurst team had a total of 233 strokes, which was too good for the runners-up—Belle Vue Boys' School, Bradford, and Newcastle-under-Lyme High School, with 246 each.

Scotland and Wales will also be represented by new faces. The John Bright School, Llandudno, with 258, beat Pontllanfaith Grammar Technical School, Gwent, by strokes at Royal St David's Academy, with 241, just one home by a stroke to beat the rig High School, East Kilbride.

The host country will be represented by Belvedere College, Dublin, who beat last year's champions and international runners up, Rockwell College, Co. Wick, by three strokes, 234-237.

So these four schools are the of the pyramid of 570 who entered the 1975 Aer Lingus tournament.

Eight table tennis titles at risk

It will be non-stop table tennis at the Northwood Sports Centre, Stoke, on Sunday as some 230 boys and girls compete for eight titles in the finals of the English Schools Table Tennis Association championships.

Although exams and other commitments rule out a number of the leading boys, there will still be a good layer of England junior players. Seven of the top 12 ranked junior girls will be in action, including the national junior champion, Sue Hunt, of Lincolnshire.

The highest ranked boy is Dugie Johnson (West Midlands), who is fifth in the junior lists.

Two competitors will defend the titles they won last year when the individual championships were first held—Sandra Sutton, the England No 6 junior, in the girls' under-16 event, and Paul Trott in the boys' under-19 section.

All at Stoke have come through

eliminating competition regional level.

There is an extra incentive, all but the two under-11 sections, a place in the England team meet Scotland at the Eton Centre, Teesside, on July 5/6 first four in each group will automatic selections. In fact will be nine players in six age groups to meet the 108 in that international will also be a continuous performance at Teesside.

In brief

University warned

Essex Education Committee are to continue their grant of £63,000 a year to the University of Essex but a warning was given that, if trouble there continued, "sheer weight of public opinion" would force a cut in the amount.

Adults hit

Because funds for part-time teachers at Richmond (London) Adult College, are only half of what was requested for the current financial year, non-examination courses will run only to the spring bank holiday.

Grants too low

Students cannot afford to pay an economic price for meals on their present grants, said Dr Frank Thistlewaite, vice-chancellor of the University of East Anglia, last week. He wants the grants to be increased.

Closed by inflation

St Edmunds Preparatory School at Kesgrave, Suffolk, is to close because of inflation. The 90 pupils are to be moved to other schools in East Anglia.

Lifelong learning

Sir Peter Venables, is chairman of a committee appointed by the Open University to carry out a major investigation into its future contribution in the field of continuing education, outside undergraduate studies.

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Dr J. V. G. A. Durand, reader in physiology at Glasgow University, has been appointed honorary consultant in physiology and nutrition to the Army, in succession to Professor R. Passmore.

Appointments

Mr R. P. Heazell, head of King's Bruton Junior School, to be head of the Hall School, Hampstead, London.

Bulmershe lecture

The Bulmershe Lecture, 1974/75, is given by Susan Kay at the Berkshire College of Education, Reading, on May 30. It is distributed in booklet form by William Smith (Booksell), 35-41 London Street, Reading.

User studies

The British Library Research Development Department has commissioned the University of Stirling to establish a centre for research user studies and a contract of five years, will provide for an average cost of £35,000.

Caxton quincentenary

Eight exhibitions, each dealing with a specific aspect of the life and work of the author, will be held during the five-hundredth anniversary of the production of the first printed work in Britain, William Caxton.

'Systems' insight

Insight into the "system" approach, which is being used more and more widely in industry and government, is offered by part-time study courses, in behaviour and systems management, from the Open University.

Museum merger

The collections of the Museum at Kensington Palace and the Guildhall Museum are to be merged in the new Museum of London, June 1.

head of the Adams School, Salop. Mrs Lillian Hindley, deputy head of Sutherland High School, Haywood, Rochdale, is to be head of Watkinson, who is retiring.

Universities

Dr J. P. Cole, reader in geography, Nottingham University, is to be professor of geography, Nottingham University, in succession to Dr Stanley Clough.

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Resources: computers; reading; geography

How the other half worked

Charles Betty finds some gaps in the published findings on the London EPA project

In the preface to *Educational Priority*, volume 3, A. H. Halsey says, "the part of the story which is told here by Jack Barnes and his colleagues is one of relative failure". One of the continuing debates in education is what constitutes failure, and for whom? The busy, overworked teachers in an EPA school, or what is more properly called the social priority school, may, on reading volume 3, wonder whether some research workers are more concerned with failure than with success. It is clearly the duty of research workers to evaluate schemes carefully, draw conclusions and make recommendations. But it is also important for "action people" such as myself and teachers to put their point of view.

In Barnes's book five schemes or projects begun in London are reported. Three of them were the exclusive concern of the Deptford EPA Project, of which two, the junior school language work and the environmental studies scheme, were largely my responsibility as project director.

The London EPA work, as reported in volumes 1 and 3 of *Educational Priority*, represents only a small part of the activities of the Deptford project, so teachers may have got the impression that most of the schemes to help disadvantaged children and their teachers were failures. It would be a pity if government departments and I.E.A.s, when making decisions about allocating resources, did so solely on evidence presented by research workers.

At the end of the project I submitted to the ILEA steering committee and to Dr Halsey in Oxford approximately 100,000 words describing in detail the project and the various kinds of action undertaken. The London EPA project consisted of more than merely language studies, environmental schemes and pre-school investigations, important though these were. Little mention was made in the published reports of the magnificent work undertaken by numerous Deptford schools, especially in the development of the community school. The Education Week and other ways in which the project schools undertook to bring the local community into school life hardly received a mention.

More than 300 students were engaged in most original work in Deptford schools—indeed, Rachel McMillan College of Education altered some of their practices to embrace ideas worked out on the project. Some schools in Deptford experimented with home-school liaison teachers, and their work has prompted many I.E.A.s to create similar posts. Links with many organizations such as tenants' groups, claimants' unions, churches and student bodies were begun so as to advance the idea of community education.

These were some of the many ways in which Deptford teachers were involved in the project, and it is to be hoped that the over-concentration on research results in the publication of the "action results" in the near future.

Teachers concerned with the environmental studies scheme at Horton Kirby in Kent believed that no large-scale scheme could show any academic improvement using normal standardized tests of attainment. It was felt that the objectives of the scheme were not capable of effective evaluation by present testing techniques. Nevertheless, the research volume hases its criticism of the scheme on the basis of external measurements of teacher/pupil relationships and improvement in basic skills.

The main purpose of the London environmental studies scheme based at Horton Kirby was to increase motivation for learning, especially between child and child, child and teacher, and parent and parent and child. This was renamed might after a long period of time lead to an improvement in basic skills. The success or failure of the environmental studies scheme needs to be looked at in relation to its seven aims. These were:



Horton Kirby, Kent: more to an environmental studies scheme than met some eyes.

- To improve teacher attitudes
- To create an environmental studies curriculum which relied on real rather than vicarious experience, and on work done in sequence over a period of time
- To introduce this style of curriculum into the participating EPA schools
- To bring parents into the scheme
- For teachers and schools to cooperate with each other in the evolution of the scheme
- To improve the capacity of the children to undertake and complete work on their own initiative

At one parent said: "Since accompanying my child to Horton Kirby I have become aware of how children learn. While he has been learning to have fun."

One young teacher said about her children: "The eagerness to explore and study the woods, the rubbings they made and the attempts to identify the trees from which these rubbings were taken—these to my mind were signs that the children had become individually and collectively involved in the project. In the classroom most of the children were eager to mount, display and describe their experiences and specimens."

Another teacher noticed the specific changes in attitudes to learning: "The children learnt the way we had hoped they would, as a country child learns from his/her parents. They questioned us and each other intelligently, and made mistakes as intelligent as any adults will make in new surroundings, but they sought an knowledge, like dry springs soak up water; knowledge that they

should have acquired years earlier in happy circumstances.

"What percentages have benefited? One hundred per cent, of course; it is the only possible assumption. They have all developed and have had a chance of seeing their world from a rather different standpoint. We do know of several children who are working for the first time in school—working well and consistently, and they claim that they are doing this because of our team teaching and the free programme which we have designed. We know that the visits to Horton Kirby have changed their values somewhat, that several under-valued children have acquired status and that this competence has spread into their work."

Another teacher commented on the improvement in relations between children and teachers: "We have moved with them on much more equal terms, and had far more conversational time to devote to them than ever before. It has destroyed inhibitions on both sides; most of them converse more freely and with greater ease of expression and skill in handling words than ever before."

A child who took part in the scheme was also clear about what he had got out of it: "I like working in Horton Kirby. It is different from Deptford. I know my work has improved in the classroom. I don't know why this is, but I guess it is because I enjoy the time I spend away from Deptford."

The local population in Horton Kirby and the surrounding district were on the whole very impressed. Probably of more significance was the improvement in the standard of work to be seen in the Deptford classrooms, in particular the way the study of the countryside had encouraged a more detailed study of the children's own urban surroundings.

During the environmental studies scheme teachers from various schools, planned, discussed and agreed about methodology. Joint school exhibitions of work were undertaken, and discussions were begun with a London college about a new way of using a countryside annexe which the college had.

Since 1971 I have made a number of visits to Deptford and met some of the teachers who took part in the scheme. Their opinions about its value and results still holds good. I cannot imagine that they were greatly influenced by tests which did not assess what the teachers thought was implicit and explicit in the aims of the scheme. If research workers cannot place much reliance on teachers' opinions, parents' observations and the children's comments, perhaps they would accept the opinion of the ILEA inspectorate who, helped by an HMI, reported that the environmental studies scheme was in the main successful. Further evidence was confidentially reported by heads and teachers to the ILEA, and again there was more success commented on than failure.

It would be naive to suggest that every aspect of the scheme was successful; one would be suspicious of a project that only reported success.

But it is certainly unwise to judge an entire project on one of its parts. There is a grave danger that policy makers may be misled by reports which only comment on selected parts of an investigation. It should be clear now that there is more than one method of assessing the value of a curriculum idea.

Teachers should be aware that well-conducted research may provide a great deal of evidence on which practice can be based. But it is to be limited that those teachers who have the most difficult but potentially rewarding task of teaching in social priority schools will examine all the evidence that is available, not only that which gets the distinction of being published by H.M.I., the expectation of socially deprived children is no more to be influenced by only one sort of judgement.

Charles Betty was director of the Deptford EPA Project.

The Politics of schoolknowledge

by Geoff Whitty and Michael F. D. Young

Recent work in the sociology of education just more esoteric jargon from academics, or does it have some significance for teachers who are trying to change the nature of educational experience for themselves and their pupils?

We believe that attempts to develop a sociological perspective on the school curriculum could make an important contribution to the struggle for change. In particular, they could help to get rid of the idea that what exists is the only possibility.

We are, however, also aware that this contribution has sometimes been exaggerated. Sociologists must have seemed ludicrously naive to most teachers in suggesting that redefinition of education is neither fixed nor beyond the influence of classroom staff will enable them to make changes at will. Challenges to prevailing views about education are likely to demand considerably more than individual acts of defiance.

In attacking the tendency to treat teachers as helpless puppets of the system, the new sociology of education has perhaps gone too far in extolling the possibilities which exist for teachers to redefine their own realities. We have paid too little attention to the vast range of practices which serve to maintain assumptions about knowledge and education.

Although these activities may be carried on in contexts far away from the classroom, they often impinge directly or indirectly on the way teachers and pupils experience their world.

We therefore wish here to explore prob-

lems of change and continuity in science and social studies teaching. A look at the development of the New Social Studies during the 1960s shows some of the strengths and weaknesses of a view of the school curriculum which locates its definition in the classroom practices of teachers, and in their activities in a limited number of related "professional" arenas.

The advocates of the New Social Studies, the fruits of whose work have recently been enshrined in a handbook of that name by Layton and Dufour, seem on the face of it to have achieved considerable success in changing prevailing notions of what ought to constitute the school curriculum. Their activities in teacher training institutions, a new subject association, a Schools Council project and in a variety of examining boards seem to lend support to the view that it is relatively easy for a small pressure group to change the nature of classroom activity.

It is, perhaps, tempting to conclude from this that those who wish to operate with radically new definitions of education have only to take control of their classrooms and a small number of related arenas. However, the success of the New Social Studies was largely derived from an acceptance of the academic disciplines as the basis for a school curriculum whose relevance to the learner's own environment was, at best, purely fortuitous.

This was not, then, a fundamental challenge to the commodity view of the curriculum—merely a cry that a particular commodity, social science knowledge, was not being effectively marketed in school.

It would, therefore, be naive to assume that the more recent development of a "radical

social studies" will succeed simply by the adoption of a similar strategy. This radical social studies starts not with the radical structures of an academic discipline but with the invitation to pupils to explore critically their own experience of the world.

This approach to social studies teaching has a lot in common with Paulo Freire's concept of cultural action for freedom, and challenges not only prevailing notions of legitimate educational culture but also the social and political hierarchies to which they are linked.

The advocates of such a radical social studies have on their hands not the straightforward public relations job of marketing a new commodity but the much more daunting and ultimately more significant task of challenging the deeply embedded characteristics of the prevailing culture of school and society. It is therefore likely to demand a much broader-based strategy for change than was needed by a movement like the New Social Studies.

Curriculum innovation in the natural sciences has been virtually synonymous with Nuffield. The various curriculum projects have tended, like the New Social Studies, to sustain rather than challenge existing conceptions of school science, and to perpetuate the separation of science from technology. If, however, we go back more than a century we can observe how a particular conception of science teaching became established, after a period in which the status of science was not just a problem for philosophers but a matter of much broader concern.

David Layton's recent book, *Science for the People*, brings this out very well by focus-

ing on the fate of a movement during which early years called the "science of everyday things" the work of this movement. Really radical transformations of their work, homes and daily lives found teachers in activities far beyond the social basis for the development of their studies classroom or the school science lab.

A realistic strategy for change would seem to involve not just the everyday politics of the "radical curriculum" of Arthur Kricheldorf, principal of Chester Training College, but also the kind of applied science and workshop politics of the wider community.

One obvious area of educational activity relevant to an area where most people which impinges on practising teachers is that employed in the cotton industry. This of examiners and examining boards. Their was short-lived, Layton suggests, but it undermined the separation of teaching from those they were to teach, and it was school knowledge; the "demands" of the by the inspectorate that those studying examination system figure prominently in our own working context might come to see the system as less accessible to serious students.

It was also felt that teachers' education system have only served to sustain from such a course might weaken rather than sustain the strength of church and state, become "active empires" of a kind.

The political implications of a radical science which begins to take seriously the experiences of their own world need not be readily apparent—to its opponents and clearly than to its supporters. The amount of issues are not confined to the nineteenth century is made clear by the recent statement of Professor Jevons to justify the "body of knowledge in the world" as part of a syllabus, but an opportunity to re-favour of traditional teaching methods. The grounds that "we are up against" in the cognitive structure of the world, and that science is not appropriate. If this "active" view of knowledge were to meet the more radical ideals of education, the implications would be quite radical; as it is,

it seems likely that many educators

it is little more than a diversion crammed into one afternoon a week so that the rest of the time can be spent on the "real" work needed for the formal examinations which count for the other 85 per cent of the marks. It is hardly surprising that such a "liberalization" tends to sustain, for teachers and pupils, the view that knowledge of viscosity—like all "real" science—is something to be learnt and reproduced, rather than a means of informing and transforming practice.

In social studies the countless examples of Mode 3 syllabuses ought, in theory, to free teachers and pupils from the need to treat knowledge as a commodity. However, examiners' practices again seem to inhibit the attempts of teachers to invite their pupils to explore critically their own social environment rather than just reproduce academic renderings of other people's experience.

Some boards, in effect, impose a Grade 1 ceiling on any syllabus which does not involve a formal examination, however inappropriate this would be to the sorts of educational experiences in which the pupils have been involved. Even project work is often assessed on criteria more suitable for conventional content-based syllabuses—so that, rather than liberating pupils from other people's orderings of the world, it merely replaces the blackboard with the sort of worksheet which ensures that pupils have "covered the ground".

The most striking feature of Mode 3 syllabuses is their similarity to each other and to the Mode 1 syllabuses they were designed to replace. This suggests that the boards, while seeming to welcome innovation, are excluding Mode 1 syllabuses as their standard in judging the acceptability of alternatives.

In one case, a CSE board was quite prepared to adjudicate in an appeal about a pupil's grade on the basis of her examination paper alone—and refused even to look at the project work which was supposed to count for 30 per cent of the marks. In another case criteria such as "he must be known to the board" were used to justify selecting as the moderator for a Mode 3 syllabus a senior examiner for the very Mode 1 syllabus from which the teachers designing the course had been trying to escape. It is scarcely surprising that most Mode 3 submissions reflect rather than attempt to challenge prevailing definitions of school knowledge.

These examples point not to the irrelevance of project assignments or Mode 3 syllabuses, but to the need for teachers, who want to change schools radically, to be active within those other contexts which in a real sense limit such possibilities. The activities of examiners, like heads' timetabling and appointments policies, are relatively easy to locate—if not to challenge. What may, however, be more important is that attempts to challenge such practices may well expose the less tangible and possibly more significant ones. Teachers will, for instance, be aware of the demands of employers that they assess pupils and give priority to some educational activities rather than others.

A few examples of employers actively opposing innovations in day-release courses have received publicity. The more subtle ways in which employers are able to restrict the activities of teachers are rarely made public, but an understanding of them is vital to the development of realistic strategies for change. It is also clear that the limitations in the way we conceive of knowledge are

aspects of a reality sustained by the activities of those working in the mass media, as well as by "educators" in the narrower sense.

We therefore feel that the struggle to change the ways in which knowledge production is organized must be carried on in a whole variety of contexts, and that we must avoid advocating one sort of action to the exclusion of all others. Teachers' efforts to change the nature of classroom relationships, attempts like those of Centreprise to return the means of knowledge production to the community, and of groups like Rank and File to democratize the teachers' unions, are all part of a common struggle to transform our everyday lives and create an alternative future. Wherever we begin our struggle to change reality, we must be prepared to enter any other context and link up with any other struggle which might help radical experiments in education to become more than isolated and short-lived ventures.

If we, as sociologists, hope to engage with teachers in the realization of change, we must recognize that their struggle is also our struggle, and that this problem we face are not so very different. Unless we overcome in practice the distinction between sociologists as "theorists" and teachers as "practitioners", it seems unlikely that we will achieve that real transformation of consciousness which is glimpsed as a possibility by the new sociology of education.

Geoff Whitty teaches in the School of Education at the University of Bath, and Michael F. D. Young in the Sociology of Education Department at the Institute of Education, London

Just about cricket

Michael Brearley looks at some changes in the game at school, club and county level



Michael Brearley in action for Middlesex

A few years ago Don Bennett, the Middlesex cricket coach, taught a keen group of 14-year-olds from a comprehensive school in North London. They came each week during the winter, for the cricket and not, as some do, to avoid unpopular activities. After the summer Don asked them how they had enjoyed their cricket season. They told him they hadn't played at all since their last indoor net with him in March.

Three of the youngest of the current Middlesex players (there are 18 in all) had no opportunity to play cricket at their schools. Cricket is no longer regarded as the staple-summer sport on the school curriculum. Why has this change occurred, and what, from cricket's point of view, is being done about it?

Cricket does not do well out of surveys into cost effectiveness, or time and motion studies. A London headmaster once suggested a fuller use could be made of school playing fields if the cricket square were moved to one corner.

Cricket is an expensive sport, requiring a good deal of equipment, and above all the highly developed skills of the groundsmen. To those who equate bustle with activity or haste with progress, the flannelled fools look insidiously idle. Moreover a game takes a long time, requires at least one umpire who has to stay beyond school hours, and leaves some of its participants not even tired, let alone exercised.

Other sports, once financially or socially out of reach of most of the population, have become less snobbish and less expensive in the past 20 years. Squash, sailing and golf are among those which have boomed. It is not surprising that with the new range of games available to them, schoolboys and girls often choose sports which are faster, more individual or more bisexual than cricket.

Cricket in the era of *Look Back in Anger* had an air of the antiquated; it was redolent of an outdated social system. For Brendan Behan it was the game of "the captains and the kings" and from the point of view of a republican underdog, it was a suitable symbol of oppression. There is, of course, another way of dealing with such symbols, which is to beat the so-called oppressors at their own game. Which is what the West Indies, Pakistan and India have increasingly done. In Australia last winter the feeling towards "the Brits" was satisfactorily expressed in the massacre of MCC on the cricket field.

By the mid-1960s, first class cricket in England had sunk low in some respect attracted in 1965 only 500,000 spectators whereas in 1949 the figure topped 1.5 million. Standards did not decline, but the future was clearly dismal and the position precarious.

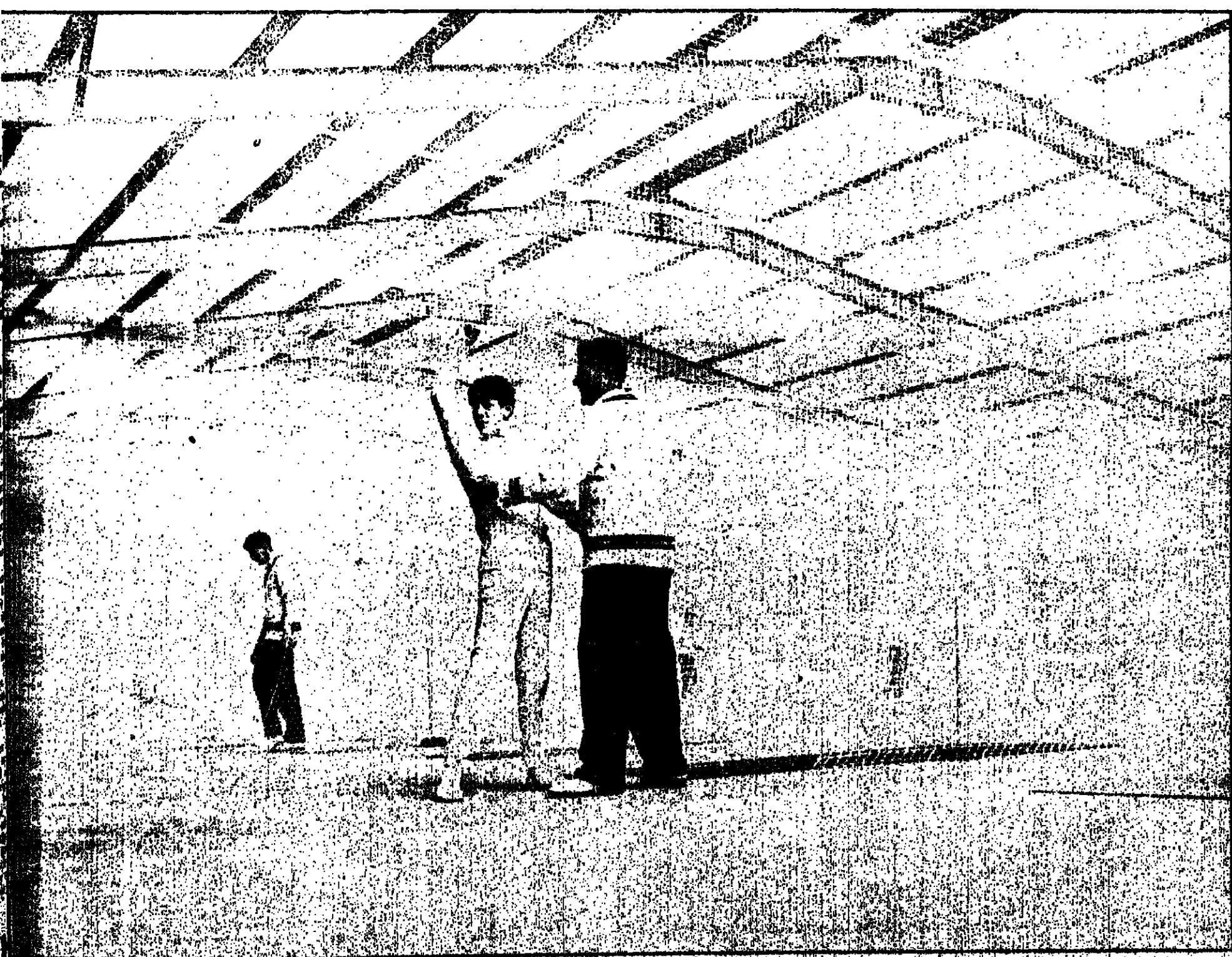
Since then there have been changes. More one-day competitions were launched in addition to the Gillette Cup which in 1963. Sponsorship has been sought. Overseas players are now recruited into county sides, with the result that a proportion of the world's top players professionally on the county cricket, prestige of the game has improved.

In spite of the competing options in the and colleges of education, cricket has gained something of its former standing. It has modified its image (although it still played at all). The image of an old man's loss respect, is crucial to its leisure activity, more important than the non-leisure activities. It is this, combined with the superb climate and the qualities of its inhabitants, that enable it to take on the rest of the world.

County cricket clubs are coming to realize that cricket will probably never again be the same place in schools as it did before the war. Young players have to be given opportunities by clubs, and by the coaching schemes. Middlesex was a pioneer in this. Whereas in 1971 only 81 clubs in the county had colts sides, there were 81. Leagues have been set up and a competition in the four-hour format has been sponsored by the Evening Standard. The clubs too have formed themselves into leagues.

The increased competitiveness has helped best young cricketers to improve quickly and to be more easily spotted and tried out by the county in our junior years. In Middlesex we now have squads of from 10 years upwards who represent the county at their age group against county sides. The majority of professional cricketers still come into the game in traditional ways, from schools and clubs, and university. But we are increasing the number of professional cricketers who never played the game at school.

Mike Brearley is captain of Middlesex



Challenge to historians

by Garth Weston, Head of history, North Riding College of Education, Scarborough

Reorganization of the colleges should be providing history tutors with a challenging opportunity to do some "lateral thinking" about their courses. Unfortunately, although historians study the course of change, they are often reluctant to change their courses of study.

Many of the proposed new courses, therefore, appear to be the old Certificate multi-course syllabuses, which are usually ranges of unrelated academic patches reflecting the specialisms of the staff more than the needs of the students, repackaged under fancy labels like "Studies in Revolution".

Underlying most existing and proposed courses is the premise that the object and nature of historical study is the acquisition of an accepted body of knowledge. The present syllabus, consisting normally of a few conveniently examinable narrative patches topped up by a long study, has obvious weaknesses.

The laudable aim of the long study, for example, is to introduce students to historical evidence and methodology, but the result is often far from satisfactory because students are required to undertake an investigation in isolation—a task for which they have received little systematic training in techniques and sources.

We claim that our courses are a "study in depth" for the self-enrichment of the student. But does no genuine depth demand extensive contact with a subject's foundations and the acquisition of a personal insight into its nature and method?

The narrative approach neither gives an understanding of the underlying evidence, which is invariably complex, usually inconclusive, and often contradictory, nor does it demand the degree of creative involvement which is a prerequisite for the development of qualities like objectivity and self-awareness.

Historians claim that their subject is a foundation for humane studies and an integrating focus in the school curriculum. Yet in college history remains an isolated spe-

cialism, isolated even from the history of education course. Literature and geography may be introduced for context or illustration, but there is little attempt to coalesce with other disciplines in a thematic approach.

Another weakness of a pseudo-academic course is that it inevitably emphasizes formal methods of study and assessment and militates against experiment and development. Our courses have failed to offer an approach which is relevant to children's learning and the school curriculum. Indeed, there is a widening gulf between the type of history taught by tutors and the type they urge students to teach.

An alternative approach is to begin with the premise that the object, content and method of historical study is an inquiry into evidence. The corollary is that history's principal educational role and justification is as a vehicle and focus for learning through the opportunities it offers for a vast range of approaches and activities and for a training in analysis and selection, synthesis and presentation.

In other words, the process is more important than the product. Courses centred on, rather than merely illustrated by, evidence provide a personal insight into the nature and method of history as well as an opportunity for integration with allied disciplines.

Obviously a focus on evidence obviates the present dichotomy between academic and professional studies, for both content and method have direct relevance to teaching. An evidence-based course gives prominence to social and local historical topics which can be studied at both college and classroom levels; it offers experience in collecting and using source material; and it employs sound techniques like thematic schemes, inter-disciplinary projects and group work which students can readily apply in schools. A further advantage is the positive difference between this type of approach and that experienced by many students from the age of 14. At present too many students study the same or similar periods by the same methods for seven continuous years.

From September the North Riding College will be offering a modular degree and certificate course for primary teachers, and history tutors will be contributing to three one-year units. The "Victorian Studies"

unit aims to demonstrate how the ethos of an era can be studied through related literary and historical data, which will range from Austen, Hardy and Forster to *The Northern Star*, railway company archives and W. S. Gilbert.

The course is structured around the themes of order and change in the first half of the nineteenth century; romanticism and materialism; and the expansion of the late Victorian period. The professional relevance is clear in the integrated, evidence-based approach and in the choice of themes, which embrace popular school topics like working-class conditions and the railway revolution.

"English Local History" is another unit. The syllabus includes a study of the role of local history in environmental education; an examination of the range of sources available and their professional and academic relevance; and an introduction to allied fields like settlement studies and palaeography.

Two assignments will be required: a dissertation on one aspect of local history (local to the college to avoid the isolation of the present long studies) and an archive teaching kit with schemes of work.

A third unit, called "Education and Society", is to study the interplay between educational developments and social, political, economic and administrative determinants since 1800, and to explore contemporary issues in education in their historical context.

Abundant primary evidence is available for themes like the inter-relationship between the growth of the democratic, collective, welfare state and educational provision; the role of the voluntary area; and economic constraints.

The study of recent trends will include the response of the education service to problems like the multi-racial society, the effect of curriculum and methodology of the scientific-technological revolution and the democratization of society related to, for example, selection and streaming.

Can history tutors justify the perpetuation of traditional approaches at a time when teachers and curriculum development reports are underlining the view that history's future in education lies in an interdisciplinary, evidence-based interpretation?



Study tour for the disabled

by Maggy Jones
Representative, Disabled Students Consultative Committee, Open University in Scotland

To many of those who are severely handicapped, the Open University is proving to be their first real educational opportunity.

Prolonged and frequent periods in hospital result in the serious disruption and consequent neglect of school education. Steps in the buildings of conventional schools and colleges effectively ban many intelligent students who happen to be in wheelchairs. L.C.S.s often lump the "problems" together in one "special" school.

Too often intelligent children who are disabled or deaf or blind are "educated" with the mentally handicapped. In Scotland there are 13,150 pupils in 126 special schools, yet not one of these schools provides a sixth-form education, with residential care, for a child with impaired mobility.

In England and Wales there are 56,000 children in special schools. Only three schools, with a combined total of about 160 pupils, provide residential care up to A-level standard.

A disabled person needs educational qualifications to offset physical disadvantages when looking for work. The Open University is finding that not only is the number of disabled students (1,100 self-identified) increasing, but so is the proportion as part of the student body.

As the course material is written, it is suitable for deaf students. Taped material is available for blind students, and is also being used by dyslexics. If you are unable to read, not only can you use the audio tapes, but you can also use the audio tapes to help you read.

courses can at least be of the type of houses, what businesses there mind from deteriorating. If there are factories what products are made, the extent of commuter traffic, the variety of shops and particularly the newsagents, provide an extra dimension to the study of the area. Open University examples of non-British origin there may be in the course material.

The students' association in Pimlico Library, the most popular section of the correspondence is fiction. With over a third of the summer school original stock and an easily accessible post-the university engaged on the main ground floor, its importance is a recognition of the residential character of the catchment area. In a borough where the students' association is a quick response to the needs of the community, it is already a sensitive regularly organized service.

Rome and Florence, the two arts sections on the library's mezzanine level, are a real bonus. Since July, there have been a surprising number of requests for more books about the theatre, and particularly for the plays of Shakespeare. This is already a sensitive subject which Mr Weeks keeps a special look-out for.

Catherine King, at the Open University, has been to the West in Rome that was the non-fiction which comes in on approval. There were five or six copies of the prize-winning Lillington Gardens council of which Mr Weeks is a member. The library is a fine corner piece of the Open University, and it is a pleasure to see it in the hands of a dedicated staff.

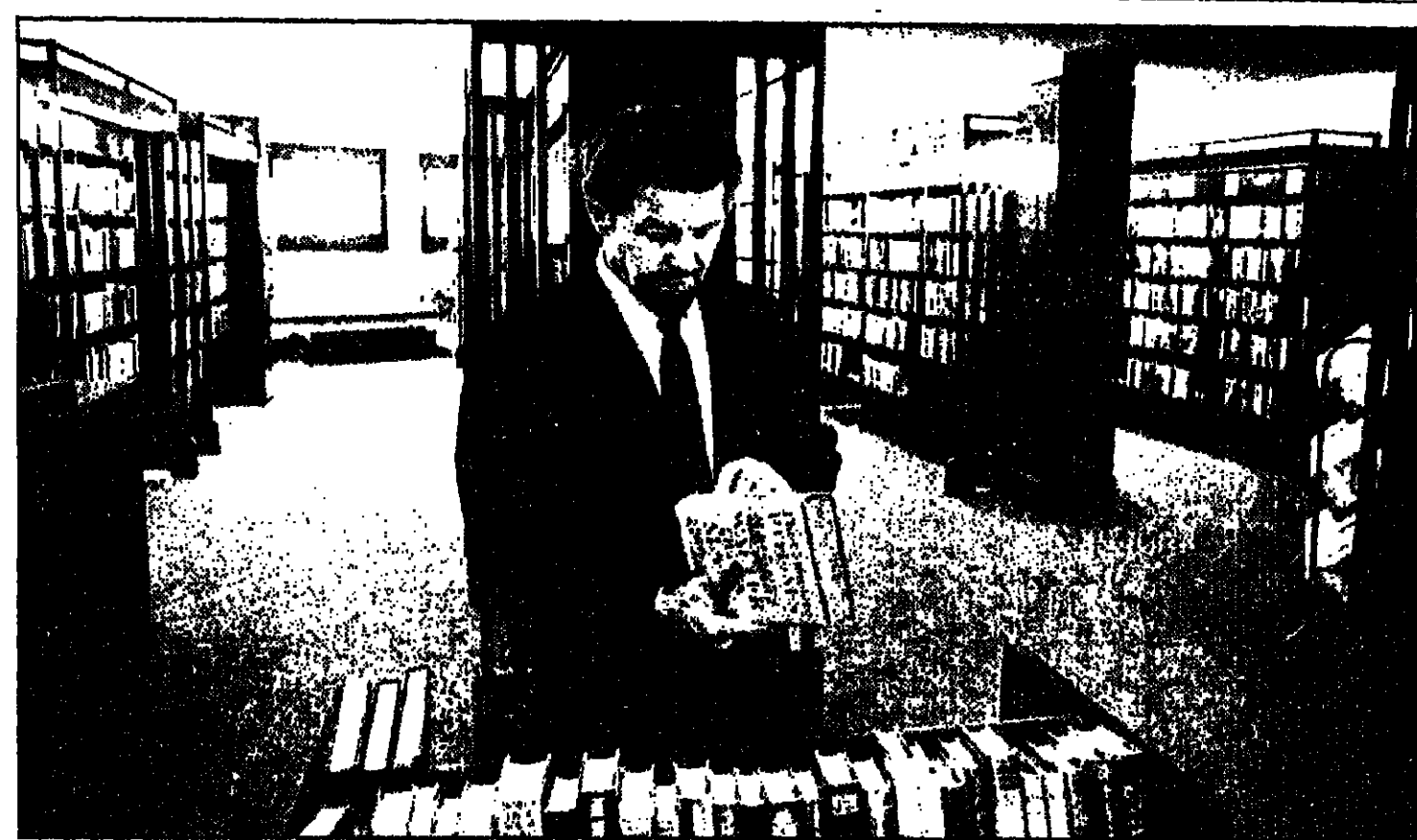
Assistants were asked to help in this up-and-coming neighbourhood. The library is a good thing to find an emphasis on do-it-yourself. It is a pleasure to see it in the hands of a dedicated staff.

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Barometer of taste

Mary James on building a local library from scratch



Derek Weeks at Pimlico.

Imagine that you were given £14,000 with which to furnish a room with books. How would you spend it? To Mr Derek Weeks, when he was appointed librarian of the new Pimlico Library, the question was anything but hypothetical. £14,000 was the amount allocated, two and a half years ago, for the capital outlay on its initial stock. When you are attempting to accommodate the diverse literary appetites of a community, that is a tight budget.

Once a library has opened, public feedback, through requests, reservations, complaints and the numbers of date-stamps the books collect, helps in the continuing process of buying stock and spending the annual allocations of money. Before that, the librarian has to rely on educated guesswork and personal experience.

Getting to know the area, creating a mental profile of its palate, was where Mr Weeks began his task of selecting books for Westminster's twelfth public lending library. In the absence of more scientific ways of assembling information, accurate observation is essential. The 1971 census returns give fuller information than ever before about the make-up of communities, but Pimlico Library was planned before they were out. Besides, in a central urban area, statistics can rapidly become outdated by population change. Pimlico gained a substantial number of Spanish residents during the two years of building delays which held up the opening of the library until July 15, 1974. Happily, their presence was noticed in time for an enlarged section of Spanish literature to be added to the shelves.

In the opinion of Mr Roy Brown, the borough's head of circulation and the man to whom Mr Weeks is responsible, "there are all sorts of things a librarian should note: the type of houses, what businesses there mind from deteriorating. If there are factories what products are made, the extent of commuter traffic, the variety of shops and particularly the newsagents, provide an extra dimension to the study of the area. Open University examples of non-British origin there may be in the course material."

The students' association in Pimlico Library, the most popular section of the correspondence is fiction. With over a third of the summer school original stock and an easily accessible post-the university engaged on the main ground floor, its importance is a recognition of the residential character of the catchment area. In a borough where the students' association is a quick response to the needs of the community, it is already a sensitive regularly organized service.

Rome and Florence, the two arts sections on the library's mezzanine level, are a real bonus. Since July, there have been a surprising number of requests for more books about the theatre, and particularly for the plays of Shakespeare. This is already a sensitive subject which Mr Weeks keeps a special look-out for.

Catherine King, at the Open University, has been to the West in Rome that was the non-fiction which comes in on approval. There were five or six copies of the prize-winning Lillington Gardens council of which Mr Weeks is a member. The library is a fine corner piece of the Open University, and it is a pleasure to see it in the hands of a dedicated staff.

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went through the computer catalogue of additions to Westminster libraries since 1970, rating their popularity by how many libraries had taken them. He plodded through the British National Bibliography, which covers a quarter of a century of publishing. For fiction, he checked through the current lists of a library supplier.

"You want to buy all the books which are standard works in each class, but you do not want books which are too old. It is a question of working backwards through the bibliographies; for the standard works, you pick the newest editions. There are some books you feel you must have. Boswell's *Life of Johnson*, *Eminent Victorians*, *The Golden Bough*; you cannot imagine a library without them, can you?"

There is evident tension between the idea that a library should aspire to its Platonic ideal, and the fact of a library as a non-discriminating public service. Mr Brown and Mr Weeks both feel that, in some ways, a public lending library must err on the side of safety. "In spending public funds," says Mr Brown, "we are not just trying to get books out, but to get increased standards of literacy and culture." In selecting fiction, Mr Weeks was aware as he included Henry James, William Faulkner and Proust that he was providing books for which there would be little call. "For many authors, I could have relied on inter-library loans, but any decent library has to provide a representative selection."

Ensuring that the classics are waiting on the shelves means less space, and initially less money for increasing the selection of newer books. With some authors, the library never seems to reach saturation point. "These days you could never provide enough Catherine Cookson; however many you get, they are always out of the shelves. I'm very popular, though there are signs that her tide is on the turn. Margaret Drabble is well read."

The more books that are borrowed, and the more often, the more obviously successful the lending library. But it has, at the same time, to stock enough copies of a popular author so that there are always some on the shelves. To readers who don't check catalogues, and don't make reservations, an author not on the shelves is an author that the library has ignored. The balancing act is most difficult when it comes to titles and books in series. Have you ever seen Volume 1 of *The Lord of the Rings* in a library staff? asks Mr Weeks. "It's always out; that's why so many people have only read Volumes Two and Three. With Proust, what you really ought to do is provide lots of copies of *Symposium* and not bother too much with the rest, because you know that most people will never get past the first book. But keeping up with current demand also means having a regular turnover of stock."

Mr Brown, when I visited, had on his desk a pile of doubtfully light, period romance which he was checking for historical accuracy. A Saint book by Lesley Charter, which he was assessing because, he said, Westminster had not bought any Saint books before. The fact that there are, on the shelves of Pimlico Library, several much-borrowed Saint books is, perhaps, evidence of the fallibility of the system.

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In Westminster's libraries, another copy of a book is bought for every five requests. As Mr Brown points out, "a librarian must have regard to public demand". At St John's Wood the waiting list for Antonia Fraser's *Mary, Queen of Scots* topped 100 at one point. At Pimlico the Duchess of Bedford's memoirs have been much in demand. When Mr Brown heard that the BBC was going to serialise Trollope's Palliser novels, he ordered over 30 complete sets, knowing they wouldn't be enough. *Waterloo*, *Doyle*, which after much discussion went into the adult and not the children's section of Pimlico Library, is currently in peak demand.

Of the copies bought to meet large request lists, a number inevitably end up on overflow shelves behind the scene. Mr Weeks was able to augment his initial stock by obtaining duplicates from other libraries in the borough—a good thing, otherwise I wouldn't have had enough."

Now that the library is established, new fiction buying is largely governed by readers' requests. In non-fiction, Mr Weeks is gradually attempting to fill in the gaps. The original selection was a matter of providing a nucleus of material, such as the general guides and introductions to a subject, handy monographs as well as recent works—and of following his own hunches about people's interest. Books on gold-leaf, fans, wolf-children, sit still on the shelves, in their correct place according to the Dewey classification system, but looking isolated in their sections. Such books are there because Mr Weeks recalls, from other libraries where he's worked, previous requests and public interest.

Pimlico Library cannot supply all requests. It is subject to the bank buying policy of the borough. "Our policy," explains Mr Brown, "is that we buy the best of everything, and seeing that it is carried out is the most difficult part of my job. There is no bar on religious, political or moral grounds. Henry Miller gets through; back-street pornography doesn't. District librarians like Mr Weeks can buy whatever fiction they like provided it comes from an accepted list of recognized publishers. Requests for such areas as 'children's fiction' lists are referred to Mr Brown. "I rely heavily on reviews," he says. "If a book gets reviewed at all, however badly, it gets the benefit of the doubt."

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popular are inevitably excluded. Mr Brown suspects that there would be a fairly strong demand—and from the working class areas it would tend to be the heavier demand—for "light romance, Westerns and spy novels at a level we don't normally select". In non-fiction there is much interest in some aspects of the pseudo-sciences, witchcraft and the occult. The dividing line between what is and is not allowed is difficult to draw. Mr Brown would have rejected Michael Moorcock unless a colleague who knew more about science fiction had pointed out his reputation.

Little is known about how to measure the success of a public library's book-buying practice or its relationship with its public. Mr Brown is chairman of a research group which is looking at the problem. He believes that one criterion of a librarian's success is the extent to which he can buy books which people didn't know they wanted to read until they saw them. But how can one tell? Measurement at present is largely book-based. Through constant checking of the shelves, redundant books are weeded out and areas of unmet interest spotted where books have been much borrowed.

Less than 33 per cent of the public are members of public libraries. What about the people who aren't? If Pimlico bought books about how their authors met Venus, for example, would more people use the library? Mr Brown is not sure. The library were distributed in the area, but perhaps people don't know that it has lots of books on sport (they're classified under arts), or a collection of ordnance survey maps, or easy-readers for adults. There is certainly a need, even in this comfortable and well-designed library, for better signposting and self-education.

In all the obvious ways Pimlico Library has proved how much it was needed. Every week brings about 100 new applications for membership (about a quarter were previously registered at other libraries in the borough) and about 100 book reservations. The children's section, originally intended only for under-fives, has proved phenomenally successful and is expanding its range. The experimental cassette service is going well. There are the usual problems. The library has already been criticised for being too small. When the stock expands from the present 15,000 to its target of 25,000, there will be even more pressure on space. It is short-staffed and under-stuffed. Resources are tight, and Mr Weeks can't afford the copy of Burke's *Parliamentary History* that he would like to see in the "local reference" section. He would also like to see the library provide lavatories for the use of its members and a coffee bar as well. There wasn't enough room, but it's nice to know that librarians think of these things.

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The place of technology

by Allan Sencile, Director, Tayside Schools' Technology Centre, Dundee

My article "Technoscience or Creativity?" (*Forum*, January 31) produced such a response that there is an obvious need to explore the situation further in order to explore the situation further.

A few people felt I was attacking the Schools' Technology Forum Working Party on Examinations in toto. This was not the case. I certainly think it is misguided to concentrate all one's efforts on technology courses, with a lesser consideration for the practical implementation of these courses in schools. That such of my message should be given to winning over science and craft teachers in order to implement the new and exciting courses in technology.

It is easy to lose sight of our practical objectives, while concentrating on the educational objectives, no matter how worthy these may be. It is time we took a long, hard look at the place of technology in schools.

I am director of one of the small organizations called Science and Technology Regional Organisations (STROs). One reason for our existence is society's view of science and technology, and the need to concentrate on the better human qualities in the field of education.

It seems to me that one of the big problems is the gulf between "science" and "craft". In second schools, efforts are being made by many organizations to rectify the situation. Teachers are attempting to give their work a new image, to make it more attractive, to make it more relevant to the needs of the community. This is why teacher training for technology is of prime importance.

This is a two-fold problem. First we have to convince "education" that science and craft could be replaced by an entirely new scheme of things. The traditional subject areas of physics, chemistry, biology, woodwork and metalwork could progress into, and be replaced by, a combination of the courses recommended by the Schools' Technology Forum Working Party on Examinations, though obviously there would need to be some variations and additions.

Science and craft teachers would become indistinguishable. The practical problems in carrying through such a scheme would be immense, but it should be seen as a natural progression.

Second, there is the degradation of technological courses by schools which accept them mainly for the "less able". Out of way of life demands that a knowledge of our technological society should be a compulsory and essential part of the curriculum.

After all, English is compulsory throughout secondary education, and it could be argued that some of the technology is equally relevant to the way we live today. Indeed, why should the "more able" be so under privileged? The only three have as many opportunities of exploring aspects of our technological society as the "less able".

We do not have a technology curriculum problem. Ours is more the social problem of obtaining acceptance of the important values and place of technology within our society. This is why teacher training for technology is of prime importance.

There is a case for the argument that it is immensely difficult to bridge the barriers of tradition in the education and that the introduction of new technology courses, to make them more attractive, to make it more relevant to the needs of the community. This is why teacher training for technology is of prime importance.

Keep us in touch

from C. J. Driver, Matthew Humberstone School, South Humberside

Following up my article of UCCA references (*Forum*, March 21), the reply from M. E. Bell, senior assistant registrar of Reading (Letters, April 10) and letters sent direct to me from admissions officers at universities and colleges, I would like to suggest three ways in which universities might do more to help schools:

● By reporting back to schools after interviewing sixth-formers for university places, particularly when a school has sent in a very strong reference, or a very half-hearted reference which, on interview, the university has not accepted. (At present we mainly rely on students' impressions, although some university departments do already let schools know the results of all interviews.)

● By reporting back to schools about their ex-pupils' degree results. (Some universities already do this automatically.)

● By reporting back to schools on the progress made by ex-pupils. (Some universities already do this automatically.)

It is a pleasure to see it in the hands of a dedicated staff. The library is a good thing to find an emphasis on do-it-yourself. It is a pleasure to see it in the hands of a dedicated staff.

THE DEVIL AND ALL HIS WORKS

The central tenet of the work is that it is no longer possible to send

Much more importantly, the volume lacks *ideas*. The destructive passages are good, but there is little creative construction. The *Millennium* was alive with connexions between political, economic, social and intellectual features of the historical period. The central theme of millenarian beliefs. In this work we are left with a good narrative almost entirely devoid of context. For example, we are shown how views of the Devil changed with time. It is suggested that by the thirteenth century demons are no more external enemies, doomed to be destroyed. They have penetrated into every corner of life. . . . If this is a significant change, we want to know why it occurred. No suggestions are made by the author. Or again, we are told that "At least in Europe, the images of the witch as a woman, and espe-

THE BANQUET OF CIVILIZATION

CHRONICLERS OF THE REALM

The current interest in social and economic history has led some people almost to despise the study of past events which cannot be measured but which merely happen. Yet, fundamentally, history is a story. And however much records of government may depend on the understanding of the story, it is not known because it was written by chroniclers. Consequently, we need to know who these chroniclers were, what they wrote and what they were like. We also want to know about the printed editions of their works.

It is surprising that no-one has until now produced a really thorough survey of the dozens of historical writers who toiled away in medieval England's monasteries and towns. Happily, this is what Dr Grandison has done in this definitive and indispensable book. Her aim is quite succinct: to describe, in a series of chapters, the writings of Bede (died 803), the first man in Britain to write history, to the beginning of the fourteenth century when the long monastic monopoly of historical writing was beginning to decline in favour of chroniclers writing

NO TIME-SERVER

In backward countries, lawyers are the defenders of liberty. His father had made his name by opposing King James's impositions on trade. White-foxlocke did so by counselling Hampden that ship-money was illegal. He became in great demand with the parliamentary opposition and chaired the committee of distinguished members which drew up charges against Strafford.

25 Books/History

In enforced retirement he wrote much—a history of England, a history of Parliament, the Annals of his life and above all his dialogue-filled diary, which Mrs Spalding intended to edit. Macaulay said a Boswell of the Long Parliament would be the man to do this; *Parliamentary History* and *the Puritans* were his content that in Whitechapel we have him. He knew familiarly Selden, Pryn, Humpden, Cromwell and Milton and he had an ear for conversation. But he was one of those men who have the gift of total recall and use it mercilessly. There are two ways of recording speech, the true and the false. The first is typist's. Boswell tampered with Johnson's sayings, making them more Johnsonian so that the man's character leapt from the printed

Such interests would find little place in the new picture-book about the Civil War. Dr. Ashley begins with a discursive essay on theories about the causes of the war but he is plainly bored by this subject and communicates that feeling to the reader. On page 24 he breaks off suddenly from quoting unnamed historians to dismiss the whole matter in a mess-moum phrase: the war began because King Charles I. "lost his grip."

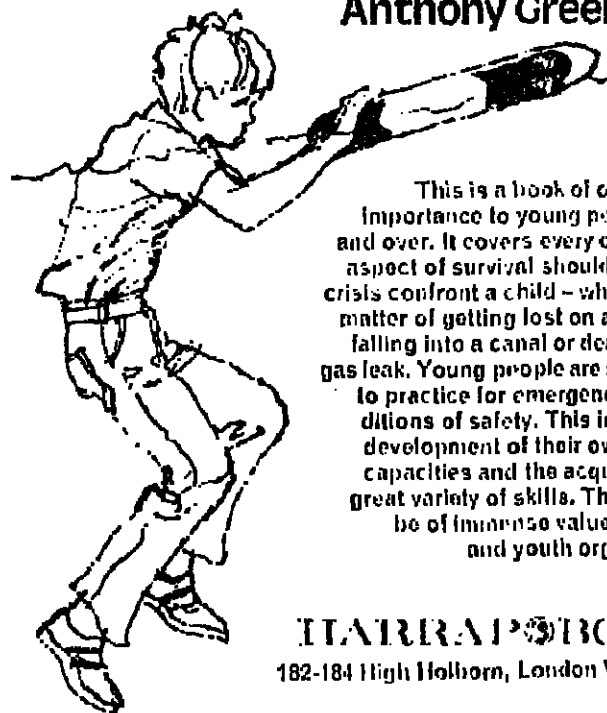
His second chapter, on the immediate causes, betrays the same lack of confidence in its introductory

Dr Ashley's heart is on the battle-field. He even describes Lawrence Stowe as "the Cæsar of the economic and social interpretation." The book is written in a style which suggests that the author is a student of the history of the Great Rebellion, the English Revolution, or even of England between the outbreak of war and the Restoration for he eschews politics as too complicated and dispatches the Protectorate in a paragraph, but an account of the fighting between 1642 and 1646 is as authoritative as the illustrations are excellent. A must for every member of the Sealed Knot.

Anthony Greenbank

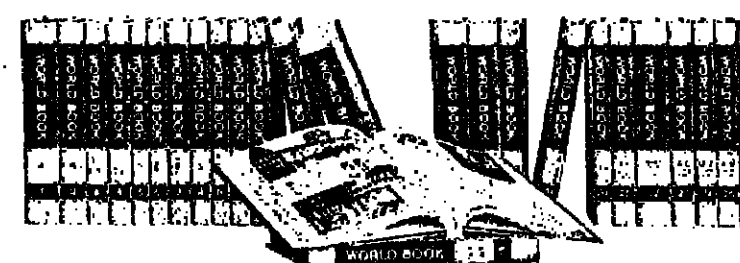
SURVIVAL FOR YOUNG PEOPLE

Anthony Greenbank



This is a book of outstanding importance to young people of ten and over. It covers every conceivable aspect of survival should a physical crisis confront a child - whether it is a matter of getting lost on a mountain, falling into a canal or dealing with a gas leak. Young people are shown how to practice for emergencies in conditions of safety. This includes the development of their own physical capacities and the acquisition of a great variety of skills. This book will be of immense value to schools and youth organizations.

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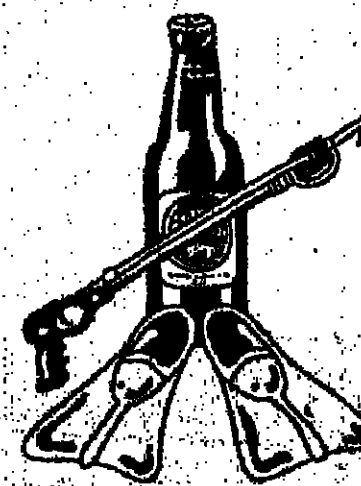


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A Word Geography of England

Harold Orton
Institute of Diolact and Folk Life Studies
School of English, University of Leeds,
England

Nathalia Wright
The English Department
The University of Tennessee, Knoxville,
Tennessee, USA

February 1975, xvi + 304pp.
(278 x 223mm.)

£9.50/\$26.00 0 12 785608 0

A Word Geography of England will be of great interest, both in the UK and overseas, to students of the English language and its literature and also to anyone studying the settlement and subsequent development of the people who formed the English nation and whose languages contributed to modern English. Readers in Canada and the USA, in Australia and New Zealand, will be especially interested to learn of the existence and origins of dialect words in England and to consider possible links with their own particular variety of English.

The book contains 351 word maps showing clearly how elderly, dialect-speaking English men and women use different dialect words for common notions.

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THE BULLOCK REPORT

Because of the huge demand for copies of the TES summary of the Bullock Report, we regret to announce that no further copies are available.

The Times
Educational
Supplement

SOMEONE ELSE'S ANSWERS

Maurice Plaskow

Educational Technology in Curriculum Development. By Derek Rowntree. Harper & Row £3.65. 06 318023 5.

Derek Rowntree must have endured himself in critics of educational technology when he suggested in his paper to the 1973 Association for Programmed Learning and Educational Technology conference that there was "a suspicion that educational technology is too often being used to find better ways of teaching things that should not be taught at all".

His new, fairly short and very readable book confronts the major issues which have emerged through the jargon of the curriculum development industry: from an analysis of the aims/objectives complexities; through modes and media; from evaluation to improvement, to a consideration of Education, Innovation and Society. (The capital letters denote a peroration.) It ought finally to convince all but the invincibly prejudiced that educational technology is not primarily about hardware, and the book will doubtless become a text-book not only for students of the University.

For the whole of Edtech life is there; from Kellner Pringle's pre-school centres, to community learning and cross-age teaching. We are

reminded that educational goals are political and social in operation, and "serious doubts must be expressed as to whether society really wants an educational system that is too effective... education for personal growth is quite admirable, but not if there's no one left to empty the dustbin..."

Educational technology does not invent the problems, but it does, with Rowntree, drag them out from where they have been allowed to hide under the "cosy structures of tradition". How often, for example, do teachers talk vaguely in terms of what should be spelled out as high-level objectives, and then test low-level objectives: in Postman's phrase, "giving someone else's answers to someone else's questions". There is an interesting discussion on testing and assessment, with useful descriptions of norms and criterion referencing. This is a vitally important matter as we move away from pass/fail concepts, and seek to provide more sophisticated accounts of what pupils have learned, and how effectively teaching objectives have been achieved.

Perhaps the section on evaluation is the least satisfactory, because this is growing into a highly specialized activity, generating a new group of experts who make a profession of intense divergence. Certainly one of their more valuable contributions

to the study of educational pathology is the consideration of the implications of institutional factors on the possibility, let alone success, of innovation.

The book is full of aphoristic insights, like the need for teachers to recognize that cognitive objectives have an affective aspect which ought to influence teaching style: "... every teacher would hope that the student finishes a course with at least as much (and preferably more) interest in the subject as he had in the beginning". Another is an account of problems of implementation, with an alpha-jargon quotation: "role passage without structured ceremony to symbolize the change may well produce inappropriate performance in the new role" which Rowntree translates: "without the morale-building inherent in training, there may be no incorporation (institutionalization)". This is probably the clearest simple message which has emerged from the curriculum developers; like many simple designs it comes expensive. For those who are still anxious about the attempts of outside autocrats—be they caretakers or technologists—to renege the system, there is always the reassurance of the unreliability of children, who are no doubt busily developing Edtech-resistant antibodies.

An *Essential Shakespeare* (Collins, Macmillan 73-141 46), edited and copiously annotated by Russell Fraser of the University of Michigan, is published this week in paperback. Containing nine plays and the sonnets, it is inexpensive at £2.50. If much of the rest of Shakespeare seems "essential", at least this volume has a helpful bibliography, including films and records.

YOUNG READING
THE AMERICAN WAY

Audrey Laski

That Crazy April. By Lila Perl. Collins £2.50 0 00 184829 1.
Baby Needs Shoes. By Dale Carlson. Blackie £1.95 0 216 89886 2

Two bright little girls, American, pre-pubertal, full of zest and lively language confront the reader from these two books with their particular problems. These of Cress, in *That Crazy April*, are the more familiar. She is four feet two and dumpy; she hasn't made enough friends, since she and her parents moved, to prevent her from being painfully dependent on the two she has; and her mother's slightly humourless support for Women's Liberation is a constant embarrassment to her. During the crazy April, Cress becomes personally involved for the first time with some of the principles and practical issues behind the woman question, and strikes out of her own position: she comes up against the hollowiness of Davey's cupboard love and the shallowness of Monique's glamour-crazy world, but also refuses to become a pawn in her mother's campaign, and is thoroughly confused by the complications of her admired cousin's decision to throw up her studies to finance her husband's. At the end she is going to a "wilderness" camp for boys and girls to learn survival techniques: "Maybe when you get down to basics is when you find out who you really are." The book starts from a good open-minded position and is agreeably amusing, especially when Cress finds herself playing a boy page in a fashion parade, but fundamentally it is a fairly conventional life-adjustment story.

Baby Needs Shoes, on the other hand may well turn out to be the most original children's

book of the year. Damon Runyon once introduced a little girl into his weird world of Broadway honks and gamblers (in *Little Miss Marker*) but she was essentially seen from the outside, through the eyes of the Gays and Dolls. Dale Carlson's brilliant stroke has been to introduce 10-year-old Janet into this world, and see it through Janet's eyes. The result is extremely funny. Janet becomes involved with Fat Charlie, who, like Nathan Detroit, runs a Floating Crap Game usually anchored in the back room of his garage, because she has a mysterious gift for predicting numbers. An orphan in perpetual danger of being snatched away by the Welfare Lady from her feckless sister and put in a foster home, she turns an almost honest penny by hanging around Fat Charlie's establishment and telling his boys what numbers to call. The complications of the plot arise from Charlie's troubles with a much tougher Chicago gang, and are resolved only when Moose, a delightful black student lawyer and part-time gangster, exerts moral persuasion ("Per, if you don't marry Julie and give Janet a home—I'll break your arm!" The court exploded into applause.) on the sister's boyfriend.

The exquisitely formal dialogue of the natives of Lindy's is as incongruously splendid as it ever was; the characters, though in some cases filched pretty directly from the musical *Gypsies and Dolls*, are fun, and Janet herself is splendid—a credible little girl who is shocked by nothing, wants to live a normal life but gets huge entertainment out of her abnormal one, and dearly loves her friends, however unlovable they may be. It was a pleasure to meet her.

EXPLORING THE COTSWOLDS

History, People and Places in the Cotswolds. By J. Allan Cash. Spurbooks £3.00. 0 902875 59 0.
Worcester and its Region: field studies in the former county of Worcestershire. Edited by B. H. Adlam. Worcester Branch of the Geographical Association, Worcester College of Education. £2.00 post free.

Although these two books result from field investigations in neighbouring areas, the authors approached their subjects in totally different ways. As the late Mr. Allan Cash was a photo-journalist, we are not surprised to find 81 superb photos in his book depicting Cotswold landscapes and buildings.

A brief introduction, there are eight chapters based principally on journeys, such as those following the escarpment and the rivers Windrush, Cole, Churn and Evenlode.

The Worcester book follows the now familiar pattern of publicising designed to assist teachers in the use of field trips and contains numerous photographs and maps, many of them large scale. There is a considerable bias towards geological and geomorphological topics, but space has been found for industry, deserted villages, conservation, and even archaeology. Northcliffe and town studies, including Redditch and town and Driftnet, are new additions.

D. Mills

26 Books/Education/Young Reading

PAPERBACKS
GROWING

The maxim that there is no road to success in gardening, amplified by two Penguin books. They lead to much the place, but they differ greatly in best ways of getting there.

Alan Gennell has written *Penguin Book of Basic Gardening* (014 046 196 5, 60p) as a guide to the most sophisticated but the most sophisticated. True, he starts with the preliminaries of soil selection, analysis, choice of fertilizers, layout and so on. But he is sensitive—and reliable—on plants, timing of operations, weeding and staking. More deals with vegetables, flowers, shrubs and trees, and how.

A revised edition of *Table Grover's Handbook* (050 0 75p) concentrates on the fact. It is based on the text by Arthur J. Simons, published in 1945; or, to be more precise, on the author's revised text which appeared in 1982. Mr. Simons has brought this up to date some change of emphasis. In the instance, organic gardening is considered detail and the common and more exotic including noteworthy shrubs and dealing with pests and diseases. There have been a few changes, some of the original handbooks, such as tabular summaries and recommendations on varieties of seeds.

A. J. Simons himself deleted these in 1962, but those who have had a chance to see it in action seem impressed by the system's ability to involve children and to show up gaps in their grasp of concepts. They say the daily printout of the pupils' performance is already helping teachers to direct their class teaching more efficiently.

The main criticism of the system however has been of the cost—around £1m for the five-year period for which the pilot project was designed.

The scheme was recommended in a report made by a Glasgow party who visited CAI (computer-assisted instruction) centres in North America in 1972. They were particularly impressed by the effect on disadvantaged children in Chicago, and their report proposed that

Glasgow computer trials may end

by Jean Reid

Glasgow's experiment in computer-assisted instruction, the first of its kind in Britain, is threatened by reorganization of local government in Scotland. Responsibility for education in the city passes from Glasgow Corporation to Strathclyde regional council, which now has to review all the commitments of the old authority.

A Strathclyde education subcommittee recently voted to end the contract with Sperry Univac for rental of machines installed this year at a central site and in 10 primary schools selected for a pilot project. This decision was overruled by the full education committee in view of representations from the teachers and pupils of the schools concerned, as well as specialist computer staff.

Letters of protest came from children in the pilot schools where the installation is still being completed, as well as from those who have already started working with the computer. Teachers are especially annoyed at the waste of resources in setting up a project which has been dismantled before it could be evaluated. The cost to date is around £43,000 and it is estimated that the annual running costs will be £186,076.

Not all were in favour of the experiment to start with, but those who have had a chance to see it in action seem impressed by the system's ability to involve children and to show up gaps in their grasp of concepts. They say the daily printout of the pupils' performance is already helping teachers to direct their class teaching more efficiently.

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Medical Science 2: The Cardiovascular system. Produced by Transart Visual Products Ltd., Godmanchester, Huntingdon. Price £19.65.

This Fliptran Book, produced by Patricia MacMillan and T. Andrew Quillman, consists of a series of overhead projector transparencies with overlays mounted in a ring-back book cover, designed to fit on a multiple shutter viewer. It can be used equally well on any OP without the viewer as long as a slide platform is used to rest the book when the sets are opened out. The sets are arranged in two parts. Part 1, Normal functions, has six sets: Blood vessels; Circulation of the blood; Relative position of the heart and lungs; The cardiac cycle; Nervous control of the cardiac cycle and the Electrocardiogram.

Part 2 deals with Disorders, again in six sets, and includes coronary thrombosis, Mitral stenosis, "hole in the heart" and other important heart conditions.

With the exception of set one and some of the sets on disorders, all the sets are composite, involving a base transparency with several overlays. Instructions are given for the transparencies and overlays to be used in succession. For example, The cardiac cycle

Dr. Pankhurst is arrested. From a book called *Women in Action*, published by the Labour Party. It will be released shortly.

27 Resources

Do-it-yourself filmstrips

A kit designed to enable teachers to produce their own filmstrips is now available from Gateway Educational Media. It consists of 35mm film specially coated so that it is possible to draw, write or type directly on to it, a blank audiocassette, a selection of coloured pencils, a film strip splicer, 10 filmstrip pots, a filmstrip layout card and teachers' guide, which gives advice on how to use the material and examples of programmes.

The company suggest that the kit will be particularly valuable for teachers in infant and junior schools in helping to introduce early auditory training and listening skills, letter formation and recognition and reading skills. After use the filmstrip can be wiped clean and reused. The audiocassette would allow sound programmes to be prepared in advance.

Each kit contains enough film to make eleven 24 single frame filmstrips, and additional rolls of film and other individual items of material can be obtained. It costs £5.00 plus VAT.

Gateway Educational Media, St Lawrence House, 29/31 Broad Street, Bristol BS1 2JF.

Stop press

A prototype printing press, costing £20,000 rather than the minimum £200 for a conventional press, has been developed at Leicester Polytechnic. The press is designed for use in schools and colleges.

It uses an ordinary car jack set in a frame to obtain pressure. The frame is made of heavy timber and bolted to avoid unnecessary and complex wood joints. The actual printing area is made from block board and gives a printing area 42cm by 38cm, which is as large as a very sophisticated commercial press. The four art tutors who designed it say it gives first-class results in relief printing, such as linocut and woodcut, and they intend to develop at least two more in the near future.

Leicester's fine art department would be happy to give details of the press. Information from: Geoffrey Middleton, Information Officer, Leicester Polytechnic, PO Box 143, Leicester LE1 9BH.

Development puzzles



Details of new educational schemes run by the Bangladesh Rural Advancement Committee are described in the June edition of *Figures*, a topic sheet for eight to 13-year-olds which is produced monthly by Oxfam's education department.

The adult literacy courses, described as "functional education" schemes are closely linked to other rural development activities, and it is hoped to raise educational levels as well as change attitudes and behaviour in regard to such things as family planning and improved farming practices.

The lessons take the form of discussions and are supported by posters and written folders. Each course finishes up with a game.

In this picture Mrs Rekha Rani Barman (centre) the class teacher, plays a version of Bagatelle designed to be an enjoyable spur to literacy and numeracy. A murble is flicked into a pocket, players can score points if a word or syllable displayed inside the packet is identified. Further information from the Education Department of Oxfam, 274 Banbury Road, Oxford OX2 7TZ.

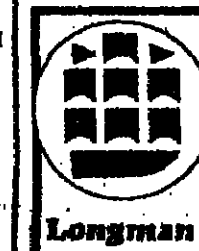
Overseas development and British aid to developing countries are the subject of a new kit prepared by the Ministry of Overseas Development and the Central Office of Information.

The topics covered include food and agriculture, health, education and industry.

A fold-out leaflet uses charts and tables to describe the following: gross national product per

head in 1972 of a cross-section of developed and developing countries; international development assistance; percentage of populations living in urban and rural areas; comparison of nutrition (in the form of protein consumption) and the average expectation of life at birth in the 1960s.

Further information from: Information Department, Ministry of Overseas Development, Fland House, Stag Place, London SW1E 5DJ.

CUT
THE
CUTTINGS!

Longman Social Science Studies: Series III

not only eliminates the search for topical material, but is also much easier to handle and control than cuttings.

This series of illustrated 18-page booklets is available through an ongoing subscription scheme which enables teachers to update and supplement textbooks on contemporary society. The booklets deal with current social, economic and political issues and are written in clear and straightforward style for CSE candidates and students following general studies courses in colleges of further education. Available Now:

OIL AND THE BRITISH ECONOMY
ELECTION '74
SOCIAL CONTRACT

Ideally this material should be used with Longman Social Science Studies Series I and II. The four books of Series I introduce readers to basic concepts and approaches in the fields of sociology, politics and economics. They examine methods of enquiry and sources of information.

The shorter books of Series II cover specific topics.

For further information and sample booklets send to:
Longman Group Resources Unit, 35 Tanner Row, York.

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EDUCATION COMMITTEE

(W) YSTRAD TYWI COUNTY HIGH SCHOOL, CARMARTHEN
(Group 10, 300 Pupils)
Applications are invited from suitably qualified teachers
for the post of

Headmaster/Mistress

for the above named school. Applicants should have
appropriate experience and have knowledge of the
Welsh language.
Applications are invited from suitably qualified teachers
for the post of

Headteacher

at each of the following schools
(X) SARON C.P. SCHOOL, AMMANFORD
(Group 1, 161 Pupils)
(Y) SLAENAU C.P. SCHOOL, AMMANFORD
(Group 2, 87 Pupils)
(Z) YSGOL MYNYDDYGAERRO, KIWELLY
(Group 2, 72 Pupils)
Application forms are available for posts (W), (X), (Y)
and (Z) on receipt of a stamped addressed envelope,
from the undersigned, and should be returned by the
23rd May, 1975.

HENRY D. THOMAS, Director of Education,
Headquarters, Education Department, Pwllheli, Carmarthen Dyfed.

WALSALL METROPOLITAN BOROUGH Education Committee

Lindens Middle School,
Streety, Walsall

Headteacher

Applications are invited for the post of Headteacher
of the above 500 place (Group 8) Middle School.
Streety is a self-contained residential area in the
South East of the new Borough of Walsall. It has a
three tier educational system with the middle school
serving the 9-13 age range.

Lindens School, completed in 1974, to a single storey,
open plan design, offers an exciting opportunity to
applicants of experience, enthusiasm and clear educa-
tional ideas.

Application forms and further details are available
from the Director of Education, Council Office,
Rookery Lane, Aldridge, Walsall WS9 8PL, Phone
Aldridge 53353.

Closing date 20th May.

Metropolitan Borough of Stockport

EDUCATION DIVISION

SECONDARY

Required for September, 1975.

BRAMHALL HIGH SCHOOL, SEAL ROAD, BRAMHALL HEAD OF MIDDLE SCHOOL (Ref. No. 88/7ES)

Senior Teacher Allowance
This is a 9 form entry mixed comprehensive school. Ap-
plicants should have good academic and pastoral experience
and be able to make a positive contribution as a member of
the senior management team.

BREDBURY COMPREHENSIVE SCHOOL, HARRYTOWN LANE, ROMILEY, STOCKPORT TEACHER FOR HOME ECONOMICS

Scale 1 (Ref. No. 87/7ES)
This is a developing 11-18 comprehensive school with
approximately 1,700 boys and girls in September, 1975,
when the non-selective intake will have reached the fourth
year.

CHEADLE GRAMMAR SCHOOL FOR GIRLS, Cheadle Road, Cheadle, Stockport MATHEMATICS

Scale 1 (Ref. No. 92/7ES)
Graduates, man or woman to share the teaching of Mathe-
matics throughout the school. Modern courses to C.S.E.
and 'O' level will have reached 4th form. Wide range
of 8th form courses in all traditional Maths. Ability to
participate in the teaching of General Studies and an interest
in Computing would be an asset.

CHEADLE HULME HIGH SCHOOL, Woods Lane, Cheadle Hulme GIRLS PHYSICAL EDUCATION SPECIALIST

Scale 1 (Ref. No. 93/7ES)
To teach throughout the age range. Excellent teaching
facilities. This school is in the process of becoming an 11-18
comprehensive and will receive its fourth all-ability intake
in September, 1975. The school is situated in a pleasant
residential district. Details are available with the application
forms.

ENGLISH

Scale 2 (Ref. No. 98/7ES)
Experienced teacher to take charge of Lower School
English. The successful candidate will be expected to act as
first form tutor, teaching a range of Humanities subjects
to that form and English in mixed ability groups in Year
1 and 2. Candidates with Junior or Middle School experience
will be welcomed. This school is in the process of becoming
an 11-18 comprehensive and will receive its fourth all-ability
intake in September, 1975. The school is situated in a
pleasant residential district. Details are available with the
application form.

HAZEL GROVE HIGH SCHOOL, Jacksons Lane, Hazel Grove, Stockport TEACHER FOR COMPENSATORY EDUCATION

Scale 1 (Ref. No. 91/7ES)
Basic subject work with particular interest in English or
Humanities in the first two years. There is an increasing
emphasis in the school on resource-based and individualised
learning schemes, and also on the development of subject
integration through team teaching. Applications from newly
qualified teachers would be considered.

KINGSWAY SCHOOL FOR GIRLS, Foxland Road, Cheadle MATHEMATICS TEACHER

Scale 1 (Ref. No. 98/7ES)
Assistant Mistress/Master to share teaching of Mathematics
throughout the school to C.S.E. level. This is an enthusiastic
and expanding department.
Scale 1 (Ref. No. 97/7ES)
Assistant Mistress/Master to teach Commercial Subjects up
to C.S.E. level. Ability to teach English would be an advantage.

HEAD OF HISTORY

Scale 2 (Ref. No. 95/7ES)
To teach History throughout the school, up to and including
C.S.E. and 'O' level.

PEEL MOAT SCHOOL, Buckingham Road, Heaton Chapel, Stockport HEAD OF CAREERS EDUCATION

Scale 3 (Ref. No. 88/7ES)
The person appointed will be expected to (1) further develop
the career programme established in year 3; (2) to give
individual curriculum and careers advice; (3) maintain a
comprehensive record system and careers reference
library. An office interviewing room and a purpose-built
careers reference library are amongst the excellent facilities
available.

ST. ANNE'S R.C. SCHOOL, Glenfield Road, Heaton Chapel, Stockport GENERAL SCIENCE TEACHER

Scale 1 (Ref. No. 94/7ES)
The school offers general science in 1st two years and
separate sciences leading to C.S.E. and 'O' level from 3rd
year.

PRIMARY ST. JOSEPH'S R.C. PRIMARY SCHOOL, St. Peter's Lane, Stockport DEPUTY HEAD TEACHER

Group 8 (Ref. No. 89/7ES)
Applications are invited from suitably qualified and experi-
enced teachers. The school is situated near the Stockport
town centre.

Application forms from the Director of Education, Town Hall,
Stockport (quoting the appropriate reference number) and
returned, unless otherwise stated, to the Head Teacher of
the school concerned immediately.

In respect of the following posts the completed applications
should be returned as follows:
Post Ref. 89 Ref. E. McGavin, St. Joseph's Presbytery,
Tipton Street, Stockport.

Post Ref. 84 Ref. J. Murphy, St. Mary's Presbytery,
Dobson Hill, Stockport.

MIDDLE continued

English

Other Posts on Scale 2 and above

TABLE OF WIGIT
COUNTY COUNCIL
NORTHAMPTONSHIRE
NORTHAMPTON
Scale 1 (Ref. No. 91/7ES)
Experienced teacher to take charge of Lower School
English. The successful candidate will be expected to act as
first form tutor, teaching a range of Humanities subjects
to that form and English in mixed ability groups in Year
1 and 2. Candidates with Junior or Middle School experience
will be welcomed. This school is in the process of becoming
an 11-18 comprehensive and will receive its fourth all-ability
intake in September, 1975. The school is situated in a
pleasant residential district. Details are available with the
application form.

Scale 1 Posts

SUFFOLK
COUNTY COUNCIL
NORTHAMPTONSHIRE
NORTHAMPTON
Scale 1 (Ref. No. 91/7ES)
Experienced teacher to take charge of Lower School
English. The successful candidate will be expected to act as
first form tutor, teaching a range of Humanities subjects
to that form and English in mixed ability groups in Year
1 and 2. Candidates with Junior or Middle School experience
will be welcomed. This school is in the process of becoming
an 11-18 comprehensive and will receive its fourth all-ability
intake in September, 1975. The school is situated in a
pleasant residential district. Details are available with the
application form.

WAKEFIELD (City of)

EDUCATION DIVISION
Scale 1 (Ref. No. 91/7ES)
Experienced teacher to take charge of Lower School
English. The successful candidate will be expected to act as
first form tutor, teaching a range of Humanities subjects
to that form and English in mixed ability groups in Year
1 and 2. Candidates with Junior or Middle School experience
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pleasant residential district. Details are available with the
application form.

WEST SUSSEX

Scale 1 (Ref. No. 91/7ES)
Experienced teacher to take charge of Lower School
English. The successful candidate will be expected to act as
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to that form and English in mixed ability groups in Year
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an 11-18 comprehensive and will receive its fourth all-ability
intake in September, 1975. The school is situated in a
pleasant residential district. Details are available with the
application form.

Mathematics

Other Posts on Scale 2 and above

WEST SUSSEX
EDUCATION DIVISION
Scale 1 (Ref. No. 91/7ES)
Experienced teacher to take charge of Lower School
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intake in September, 1975. The school is situated in a
pleasant residential district. Details are available with the
application form.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION DIVISION
Scale 1 (Ref. No. 91/7ES)
Experienced teacher to take charge of Lower School
English. The successful candidate will be expected to act as
first form tutor, teaching a range of Humanities subjects
to that form and English in mixed ability groups in Year
1 and 2. Candidates with Junior or Middle School experience
will be welcomed. This school is in the process of becoming
an 11-18 comprehensive and will receive its fourth all-ability
intake in September, 1975. The school is situated in a
pleasant residential district. Details are available with the
application form.

Modern Languages

Other Posts on Scale 2 and above

HARROW
EDUCATION DIVISION
Scale 1 (Ref. No. 91/7ES)
Experienced teacher to take charge of Lower School
English. The successful candidate will be expected to act as
first form tutor, teaching a range of Humanities subjects
to that form and English in mixed ability groups in Year
1 and 2. Candidates with Junior or Middle School experience
will be welcomed. This school is in the process of becoming
an 11-18 comprehensive and will receive its fourth all-ability
intake in September, 1975. The school is situated in a
pleasant residential district. Details are available with the
application form.

Scale 1 Posts

SHROPSHIRE
EDUCATION DIVISION
Scale 1 (Ref. No. 91/7ES)
Experienced teacher to take charge of Lower School
English. The successful candidate will be expected to act as
first form tutor, teaching a range of Humanities subjects
to that form and English in mixed ability groups in Year
1 and 2. Candidates with Junior or Middle School experience
will be welcomed. This school is in the process of becoming
an 11-18 comprehensive and will receive its fourth all-ability
intake in September, 1975. The school is situated in a
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1 and 2. Candidates with Junior or Middle School experience
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intake in September, 1975. The school is situated in a
pleasant residential district. Details are available with the
application form.

METROPOLITAN BOROUGH OF BURY

Teaching posts for September, 1975, un-
less otherwise stated.

Candidates serving their first teaching appointment should
indicate this clearly on their request for application forms.
The salaries for the positions referred to in this advertise-
ment are subject to the addition of the Threshold Payment
at the rate of £228.66 per annum.
Forms of application for the following teaching appointments
obtainable from and returnable to the Director of Educa-
tion, Town Hall, Bury, by the dates indicated, unless other-
wise stated.

PARENTHORN COUNTY SECONDARY SCHOOL

Heywood Road, Prestwich

Required for September, 1975.

CO-ORDINATOR OF COMMUNITY ACTIVITIES

Salary F.E. Burnham Head of Department Grade 1 (£4,086-
£4,737 per annum)
This is a new post established to ensure that this develop-
ing school, which opened in September, 1974, should play a
larger role in the community.
The person appointed to this second tier post will be under-
taking some teaching in the school, will be responsible to
the Head Teacher for co-ordinating the complementary use
of the school's facilities by adults and young people through-
out the year. Applicants should be qualified teachers who have
had considerable administrative and organising experience in
Adult Education/Youth Work/Recreational Management or
General Community Development.
Forms of application obtainable from and returnable to the
Head Teacher by the 23rd May, 1975.

ST. JOSEPH'S R.C. INFANT SCHOOL

Danesborough Drive, Bury, BL9 8ER

(No. on Roll 182)

ASSISTANT TEACHER (Scale 2)

for Reading and Library.

ASSISTANT TEACHER (Scale 2)

for Music

Closing date 10th May, 1975.

OLD HALL COUNTY PRIMARY SCHOOL

Springdale View, Bury, BL5 4LU

(Estimated No. on Roll September 1975)

ASSISTANT TEACHER (Scale 2)

In charge Infant Department.

Closing date 10th May, 1975.

HILLDALE COUNTY PRIMARY SCHOOL

Fairlands Road, Bury

ASSISTANT TEACHER (Scale 2)

for Music

Closing date 22nd May, 1975.

TOTTINGTON SOUTH PRIMARY SCHOOL

Moorlands Road, Tottington, Bury

(Estimated No. on Roll 201)

The following Scale 2 posts with indicated responsibilities:

ASSISTANT TEACHER

for Infants (Nursery and Reception).

ASSISTANT TEACHER

for Infants (Music).

ASSISTANT TEACHER

for Lower Juniors (English and Reading).

ASSISTANT TEACHER

for Juniors (Art and Craft)

Closing date 10th May, 1975.

ST. BERNADETTE'S R.C. PRIMARY SCHOOL

Abingdon Avenue, Whitefield

(No. on Roll 271)

Required for September, 1975.

ASSISTANT TEACHER (Scale 1)

for Infants

ASSISTANT TEACHER (Scale 1)

for Lower Juniors

Forms of application obtainable from the Director of Educa-
tion, Town Hall, Bury, and returnable to the Reverend R.
F. Bentley, St. Bernadette's Rectory, Bury New Road, White-
field, by the 10th May, 1975.

WALSHAW C.E. PRIMARY SCHOOL (AIDED)

Walshaw, Bury, BL8 3AX

(No. on Roll 264)

ASSISTANT TEACHER (Scale 1)

for Juniors

Forms of application obtainable from the Director of Educa-
tion, Town Hall, Bury, and returnable to the Reverend R.
F. Bentley, St. Bernadette's Rectory, Bury New Road, White-
field, by the 10th May, 1975.

WALSLEY C.E. PRIMARY SCHOOL (AIDED)

Walsley, Bury, BL8 3AX

(No. on Roll 264)

ASSISTANT TEACHER (Scale 1)

for Juniors

Forms of application obtainable from the Director of Educa-
tion, Town Hall, Bury, and returnable to the Reverend R.
F. Bentley, St. Bernadette's Rectory, Bury New Road, White-
field, by the 10th May, 1975.

WALSLEY C.E. PRIMARY SCHOOL (AIDED)

Walsley, Bury, BL8 3AX

(No. on Roll 264)

ASSISTANT TEACHER (Scale 1)

for Juniors

Forms of application obtainable from the Director of Educa-
tion, Town Hall, Bury, and returnable to the Reverend R.
F. Bentley, St. Bernadette's Rectory, Bury New Road, White-
field, by the 10th May, 1975.

Re-Advertisement

PARENTHORN COUNTY SECONDARY SCHOOL

Heywood Road, Prestwich, Manchester

(Estimated No. on Roll September 1975)

ASSISTANT TEACHER (Scale 2)

for French

Closing date 10th May, 1975.

EAST WARD COUNTY SECONDARY SCHOOL

Cedar Street, Bury

(No. on Roll 321)

ASSISTANT TEACHER (Scale 1)

(not subject to English with some licensing)

Closing date 10th May, 1975.

Required in September, 1975:

NURSERY

Applications are invited from Nursery trained tea-
chers for the following vacancies:
ASTON NURSERY SCHOOL, Queensferry
(opening September, 1975)
require

ASSISTANT TEACHER

for the new Nursery classes to be established in
the following schools:
Saltney Ferry, C.P.; Mold Bryn Gwalia, C.P.; Mold
Bryn Coch, C.P.; Mold St. David's R.C.; Lay
Infants' C.P.; Gwersyllt Infants' C.P. (Dodd's Lane);
Holywell Perih y Trefyn Infants' C.P.

PRIMARY

DEPUTY HEAD TEACHERS

PENMAENRHOS C.P. Colwyn Bay

(121 on roll) Group 3

Infant and Junior work. Ability to play the piano,
and knowledge of Welsh desirable.

LLANFAIR C.P. (80 on roll) Group 2

To teach Juniors in a team teaching situation.
Welsh essential.

ASSISTANT TEACHERS

FLINT GWYNEDD JUNIOR C.P.

(520 on roll)

To assist with Girls' Games and Physical Education,
Junior class. Experience with Drama would be an
advantage.

Junior class. Ability to teach Welsh would be an
advantage.

FLINT CHESTER ROAD C.P. (390 on roll)

To be responsible for Resources and Drama. Welsh
essential. Scale 2 for suitably qualified/experienced
candidate.

HAWARDEN PENARLARG C.P.

(new school opening in September, 1975)

To take charge of Infant Department. Scale 2.

LLANGOLLEN JUNIOR CONTROLLED

(200 on roll)

Upper Juniors. To take charge of Boys' Games.
Welsh essential.

Lower Juniors. Ability to assist with one or more
of the following: Music, Art, Girls' Games, Remedial,
Knowledge of Welsh an advantage.

LLYSPAEN CONTROLLED (80 on roll)

Infant Teacher. Ability to play the piano and to
teach music throughout the school. Scale 2 for
suitably qualified/experienced candidate.

MARCHWEIL C.P. (200 on roll)

(Newly built, open plan)

LEEDS CITY COUNCIL

DEPARTMENT OF EDUCATION

Unless otherwise stated, applications, to be sent as soon as possible, should be addressed as follows: —
Primary, Middle, Special School posts and Headships and Deputy Headships/Secondary Schools to the Director of Education, Department of Education,
Calverley Street, Leeds LS1 3AE.
Other Secondary School posts to the Headteacher at the school concerned.
All applications should bear the names of two referees.
Application forms for Primary, Special and Middle School posts are obtainable from the Department of Education; other applications should be made by letter. Further information from headteachers. Please quote post number on all communications.

FIRST TEACHING APPOINTMENTS: PREFERRED POST SCHEME

Students already registered with the Authority who wish to be considered for any of the following posts should notify the Directors of Education of their interest as soon as possible.
Students not yet registered who wish to be considered for teaching posts with the Authority should write for details of the scheme as soon possible.

HEADSHIP

W.549 WIGTON MOOR INFANT SCHOOL
(Number on Roll 319)
Barfield Crescent, Leeds LS15 3AE.
Applications are invited for the Headship which becomes vacant at this Group 1 infant school on 1st September, 1975.

DEPUTY HEADTEACHER

S.169 WOODLESFORD JUNIOR AND INFANT SCHOOL
(Number on Roll 319)
Church Street, Woodlesford, Leeds. (Tel. No. Leeds 823130)
Headteacher: Mr. D. Dalton
Required for September, 1975. A Deputy Headteacher for the Group 1 school. The postholder will be responsible for all day-to-day running of the school and will be expected to set a high standard.

SCALE 3 POST

H.555 ST. AUGUSTINE'S R.C. PRIMARY SCHOOL
(Number on Roll 650) (5-11 years)
St. Wilfrid's Circus, Leeds 4
Headteacher: Mrs. B. C. Fleming
Required for September, 1975. An experienced teacher who has the ability to develop Mathematics throughout the 5-11 age range.
Applications should be sent to the Chairman of the Management Committee, St. Augustine's, Leeds 4.

SCALE 2 POST

S.556 ST. AUGUSTINE'S R.C. PRIMARY SCHOOL
(Number on Roll 650) (5-11 years)
St. Wilfrid's Circus, Leeds 4
Headteacher: Mrs. B. C. Fleming
Required for September, 1975. An experienced teacher with the ability to develop and integrate Music throughout a new semi-open plan 5-9 school (455 on Roll). The successful candidate may be expected to work initially with an infant class.
Applications should be sent to Canon Murray, St. Augustine's, Leeds 4.

SCALE 1 POSTS

E.557 ASKET HILL PRIMARY SCHOOL
(5-9 years) (Number on Roll 254)
Kesteven Avenue, Leeds LS14 1LE
Headteacher: Mr. R. W. Mitchell
Required for September, 1975. Teacher suitably qualified to work with a reception class. Ability to play the piano an advantage.

BROWNHILL PRIMARY SCHOOL (Number on Roll 506)
Brownhill Lane, Leeds LS10 6DT. (Tel. No. Leeds 474222)
Headteacher: Mr. W. H. Parker
Required for September, 1975.

E.558 Teacher to participate in partial team teaching of basic subjects with the upper age group. An interview in Social/Environmental Studies would be an advantage.

E.559 Teacher of General Subjects to take a class in the 2-8 age range. The ability to play the piano would be an advantage.

E.560 Teacher with infant training or experience to teach a reception class, one of four.

E.561 REARDOFT GRANGE PRIMARY SCHOOL (Number on Roll in September, 1975)
Morpeth Lane, Leeds LS14 6JR. (Tel. No. Leeds 605385)
Headteacher: Mr. R. B. Miller
Required for September, 1975. Teacher for 5-6 age group in the new, open-plan designed school. Ability to play the piano would be an advantage.

E.562 ST. AUGUSTINE'S R.C. PRIMARY SCHOOL (5-11 years) (507 on Roll)
St. Wilfrid's Circus, Leeds 4
Headteacher: Mrs. B. C. Fleming
Required for September, 1975. Teacher who will work initially in areas with a group of 10 year olds.

NW.560 ELLENHILL PRIMARY SCHOOL (5-11 years) (498 on Roll)
Lofft Lane, Leeds LS15 3AE. (Tel. No. Leeds 498451)
Headteacher: Mrs. D. Swain
Required for September, 1975. Teacher to work in a team with the 5-11 age group. The school is a new, open-plan and uses the I.F.A. Downling Reading Scheme. This post is suitable for applicants taking up a first appointment.

NW.561 WESTFIELD PRIMARY SCHOOL (5-11 years) (354 on Roll)
Dunley Road, Leeds LS1 1JP. (Tel. No. Leeds 354977)
Headteacher: Mr. J. P. Jones
Required for September, 1975.

W.591 PARNBY FARMFIELD JUNIOR SCHOOL (5-11 years) (276 on Roll)
Cave Lane, Parnby, Leeds LS28 5ED
Headteacher: Mr. J. P. Jones
Required for September, 1975. Teacher (Scale 1) for the 5-9 age group.

W.592 ROLFE PRIMARY SCHOOL (5-9 years) (130 on Roll)
Town Street, Leeds LS1 1HW. (Tel. No. Leeds 700909)
Headteacher: Mr. J. P. Jones
Required for September, 1975. A teacher (Scale 1) with an interest in physical education and sports.

W.593 ST. ANDREW'S PRIMARY SCHOOL (5-9 years) (230 on Roll)
School View, Renshaw, Leeds LS28 6HJ
Headteacher: Mrs. S. Wode
Required for September, 1975. A teacher for a class of 10-11 year olds. The school is a new, open-plan and uses the I.F.A. Downling Reading Scheme. This post is suitable for applicants taking up a first appointment.

W.594 WYTHIR PARK PRIMARY SCHOOL (5-9 years) (475 on Roll)
Victoria Park Avenue, Leeds LS5 3DX
Headteacher: Miss M. Blund
Required for September, 1975. A teacher (Scale 1) for a class of 6 year old children. Applications from now onwards to the provision are acceptable.
The school is in a Social Priority Area.

SCALE 1 POST TEMPORARY APPOINTMENT

H.563 ST. GREGORY'S R.C. JUNIOR SCHOOL
Stanks Garden, Leeds LS14 5LR. (Tel. No. Leeds 637708)
Headteacher: Mr. E. Waterhouse
Required for September, 1975. For one year only. Teacher for Upper Juniors. Experienced teacher preferred, but applications from probationaries will be considered. Applicants wishing to apply to this school should telephone 647002 for application. Applications should be sent to the Director of Education, Department of Education, Great George Street, Leeds LS1 3AE, should be returned by Friday, 14th, before 23rd May, 1975.

MIDDLE SCHOOLS

W.595 ST. GREGORY'S R.C. JUNIOR SCHOOL
(8-13 years) (Number on Roll increasing from 250)
Coal Hill Lane, Leeds LS15 1DD
Headteacher: Mr. E. N. Carratt
Required for September, 1975. Head of SENIOR MISTRESS at this developing four-year entry middle school (Group 7). The school has recently moved into new purpose-built premises. The person appointed will take responsibility for the year group and overall responsibility for the school. Applicants are requested to state their teaching subjects. The post is to be held from 1st September, 1975. Completed forms should be returned by 19th May, 1975.

SCALE 2 POST

S.578 JOHN ELLENHILL MIDDLE SCHOOL
(Number on Roll 773)
Stevens Terrace, Leeds 10. (Tel. No. Leeds 700872)
Headteacher: Mr. R. S. Moxley
Required for September, 1975. An experienced primary or middle school teacher to be Head of First Year and to liaise with the first school. The appropriate S.P.S. allowance is payable.

SCALE 2 POSTS

NW.583 HEADINGLEY ST. MICHAEL'S C. OF E. (AIDED)
MIDDLE SCHOOL
Wood Lane, Leeds LS6 7DT. (Tel. No. Leeds 735990)
Headteacher: Mr. J. W. Kirk, B.Sc.
Required for September, 1975. An experienced teacher (Scale 2) for mathematics to C.S.E. 'O' and 'A' level. At present the S.M.P. class is followed by C.S.E. 'O' and 'A' level in the sixth form. Applicants should state their teaching subjects and also their experience in teaching mathematics or pure mathematics with statistics.

NW.584 ELLENHILL MIDDLE SCHOOL
Craven Road, Leeds LS6 2SN. (Tel. No. Leeds 451500)
Headteacher: Mrs. J. Moxley
Required for September, 1975. The following classes will be required from September, 1975, for this new purpose-built Middle School.

NW.585 Teacher for Remedial Work with Art and Craft.

NW.586 Teacher for Drama, Dance, Drama, Games and this ability to lead a Creative Arts Team to be set up within the school.

NW.587 Teacher to take charge of the P.E. and Games within the school. Ability to teach Modern Educational Gymnastics is essential. A willingness to help with Remedial Work would be appreciated.

NW.588 Scale 2, 3 and 4 posts are available. The most suitable applicant will be offered a Scale 2 or Scale 3 post and will become a Year Head of Year 3 or Year 2.

NW.589 The third appointment will be offered to a non-teacher applicant. The third appointment will be at Scale 1 level.

NW.590 The school has an R.P.A. Allowance.

NW.591 The new building has an Art and Craft/Physical area, a Drama Studio and a fully-equipped large Open Plan.

NW.592 Playing fields will be available in the future. Applicants who have had experience in First Schools will be particularly welcomed.

W.596 GREENHILL MIDDLE SCHOOL (9-13 years) (700 on Roll)
Chumble Hill Drive, Leeds LS11 4JY
Headteacher: Mr. L. R. Prosser
Required for September, 1975. An experienced teacher (Scale 2) to take responsibility for the co-ordination of the teaching of MATHEMATICS in this four-form entry middle school.

W.597 DITALE MIDDLE SCHOOL (9-13 years) (Number on Roll increasing from 250)
Coal Hill Lane, Leeds LS15 1DD
Headteacher: Mr. E. N. Carratt
Required for September, 1975. A teacher (Scale 1) for the 5-9 age group.

W.598 ELLENHILL MIDDLE SCHOOL (5-11 years) (498 on Roll)
Lofft Lane, Leeds LS15 3AE. (Tel. No. Leeds 498451)
Headteacher: Mrs. D. Swain
Required for September, 1975. Teacher to work in a team with the 5-11 age group. The school is a new, open-plan and uses the I.F.A. Downling Reading Scheme. This post is suitable for applicants taking up a first appointment.

W.599 WESTFIELD PRIMARY SCHOOL (5-11 years) (354 on Roll)
Dunley Road, Leeds LS1 1JP. (Tel. No. Leeds 354977)
Headteacher: Mr. J. P. Jones
Required for September, 1975.

W.600 PARNBY FARMFIELD JUNIOR SCHOOL (5-11 years) (276 on Roll)
Cave Lane, Parnby, Leeds LS28 5ED
Headteacher: Mr. J. P. Jones
Required for September, 1975. Teacher (Scale 1) for the 5-9 age group.

W.601 ROLFE PRIMARY SCHOOL (5-9 years) (130 on Roll)
Town Street, Leeds LS1 1HW. (Tel. No. Leeds 700909)
Headteacher: Mr. J. P. Jones
Required for September, 1975. A teacher (Scale 1) with an interest in physical education and sports.

W.602 ST. ANDREW'S PRIMARY SCHOOL (5-9 years) (230 on Roll)
School View, Renshaw, Leeds LS28 6HJ
Headteacher: Mrs. S. Wode
Required for September, 1975. A teacher for a class of 10-11 year olds. The school is a new, open-plan and uses the I.F.A. Downling Reading Scheme. This post is suitable for applicants taking up a first appointment.

W.603 WYTHIR PARK PRIMARY SCHOOL (5-9 years) (475 on Roll)
Victoria Park Avenue, Leeds LS5 3DX
Headteacher: Miss M. Blund
Required for September, 1975. A teacher (Scale 1) for a class of 6 year old children. Applications from now onwards to the provision are acceptable.
The school is in a Social Priority Area.

W.604 ST. GREGORY'S R.C. JUNIOR SCHOOL (8-13 years) (Number on Roll increasing from 250)
Coal Hill Lane, Leeds LS15 1DD
Headteacher: Mr. E. N. Carratt
Required for September, 1975. Head of SENIOR MISTRESS at this developing four-year entry middle school (Group 7). The school has recently moved into new purpose-built premises. The person appointed will take responsibility for the year group and overall responsibility for the school. Applicants are requested to state their teaching subjects. The post is to be held from 1st September, 1975. Completed forms should be returned by 19th May, 1975.

W.605 ST. GREGORY'S R.C. JUNIOR SCHOOL (8-13 years) (Number on Roll increasing from 250)
Coal Hill Lane, Leeds LS15 1DD
Headteacher: Mr. E. N. Carratt
Required for September, 1975. Head of SENIOR MISTRESS at this developing four-year entry middle school (Group 7). The school has recently moved into new purpose-built premises. The person appointed will take responsibility for the year group and overall responsibility for the school. Applicants are requested to state their teaching subjects. The post is to be held from 1st September, 1975. Completed forms should be returned by 19th May, 1975.

W.606 ST. GREGORY'S R.C. JUNIOR SCHOOL (8-13 years) (Number on Roll increasing from 250)
Coal Hill Lane, Leeds LS15 1DD
Headteacher: Mr. E. N. Carratt
Required for September, 1975. Head of SENIOR MISTRESS at this developing four-year entry middle school (Group 7). The school has recently moved into new purpose-built premises. The person appointed will take responsibility for the year group and overall responsibility for the school. Applicants are requested to state their teaching subjects. The post is to be held from 1st September, 1975. Completed forms should be returned by 19th May, 1975.

W.607 ST. GREGORY'S R.C. JUNIOR SCHOOL (8-13 years) (Number on Roll increasing from 250)
Coal Hill Lane, Leeds LS15 1DD
Headteacher: Mr. E. N. Carratt
Required for September, 1975. Head of SENIOR MISTRESS at this developing four-year entry middle school (Group 7). The school has recently moved into new purpose-built premises. The person appointed will take responsibility for the year group and overall responsibility for the school. Applicants are requested to state their teaching subjects. The post is to be held from 1st September, 1975. Completed forms should be returned by 19th May, 1975.

W.608 ST. GREGORY'S R.C. JUNIOR SCHOOL (8-13 years) (Number on Roll increasing from 250)
Coal Hill Lane, Leeds LS15 1DD
Headteacher: Mr. E. N. Carratt
Required for September, 1975. Head of SENIOR MISTRESS at this developing four-year entry middle school (Group 7). The school has recently moved into new purpose-built premises. The person appointed will take responsibility for the year group and overall responsibility for the school. Applicants are requested to state their teaching subjects. The post is to be held from 1st September, 1975. Completed forms should be returned by 19th May, 1975.

W.609 ST. GREGORY'S R.C. JUNIOR SCHOOL (8-13 years) (Number on Roll increasing from 250)
Coal Hill Lane, Leeds LS15 1DD
Headteacher: Mr. E. N. Carratt
Required for September, 1975. Head of SENIOR MISTRESS at this developing four-year entry middle school (Group 7). The school has recently moved into new purpose-built premises. The person appointed will take responsibility for the year group and overall responsibility for the school. Applicants are requested to state their teaching subjects. The post is to be held from 1st September, 1975. Completed forms should be returned by 19th May, 1975.

W.610 ST. GREGORY'S R.C. JUNIOR SCHOOL (8-13 years) (Number on Roll increasing from 250)
Coal Hill Lane, Leeds LS15 1DD
Headteacher: Mr. E. N. Carratt
Required for September, 1975. Head of SENIOR MISTRESS at this developing four-year entry middle school (Group 7). The school has recently moved into new purpose-built premises. The person appointed will take responsibility for the year group and overall responsibility for the school. Applicants are requested to state their teaching subjects. The post is to be held from 1st September, 1975. Completed forms should be returned by 19th May, 1975.

W.611 ST. GREGORY'S R.C. JUNIOR SCHOOL (8-13 years) (Number on Roll increasing from 250)
Coal Hill Lane, Leeds LS15 1DD
Headteacher: Mr. E. N. Carratt
Required for September, 1975. Head of SENIOR MISTRESS at this developing four-year entry middle school (Group 7). The school has recently moved into new purpose-built premises. The person appointed will take responsibility for the year group and overall responsibility for the school. Applicants are requested to state their teaching subjects. The post is to be held from 1st September, 1975. Completed forms should be returned by 19th May, 1975.

W.612 ST. GREGORY'S R.C. JUNIOR SCHOOL (8-13 years) (Number on Roll increasing from 250)
Coal Hill Lane, Leeds LS15 1DD
Headteacher: Mr. E. N. Carratt
Required for September, 1975. Head of SENIOR MISTRESS at this developing four-year entry middle school (Group 7). The school has recently moved into new purpose-built premises. The person appointed will take responsibility for the year group and overall responsibility for the school. Applicants are requested to state their teaching subjects. The post is to be held from 1st September, 1975. Completed forms should be returned by 19th May, 1975.

W.613 ST. GREGORY'S R.C. JUNIOR SCHOOL (8-13 years) (Number on Roll increasing from 250)
Coal Hill Lane, Leeds LS15 1DD
Headteacher: Mr. E. N. Carratt
Required for September, 1975. Head of SENIOR MISTRESS at this developing four-year entry middle school (Group 7). The school has recently moved into new purpose-built premises. The person appointed will take responsibility for the year group and overall responsibility for the school. Applicants are requested to state their teaching subjects. The post is to be held from 1st September, 1975. Completed forms should be returned by 19th May, 1975.

W.614 ST. GREGORY'S R.C. JUNIOR SCHOOL (8-13 years) (Number on Roll increasing from 250)
Coal Hill Lane, Leeds LS15 1DD
Headteacher: Mr. E. N. Carratt
Required for September, 1975. Head of SENIOR MISTRESS at this developing four-year entry middle school (Group 7). The school has recently moved into new purpose-built premises. The person appointed will take responsibility for the year group and overall responsibility for the school. Applicants are requested to state their teaching subjects. The post is to be held from 1st September, 1975. Completed forms should be returned by 19th May, 1975.

W.615 ST. GREGORY'S R.C. JUNIOR SCHOOL (8-13 years) (Number on Roll increasing from 250)
Coal Hill Lane, Leeds LS15 1DD
Headteacher: Mr. E. N. Carratt
Required for September, 1975. Head of SENIOR MISTRESS at this developing four-year entry middle school (Group 7). The school has recently moved into new purpose-built premises. The person appointed will take responsibility for the year group and overall responsibility for the school. Applicants are requested to state their teaching subjects. The post is to be held from 1st September, 1975. Completed forms should be returned by 19th May, 1975.

W.616 ST. GREGORY'S R.C. JUNIOR SCHOOL (8-13 years) (Number on Roll increasing from 250)
Coal Hill Lane, Leeds LS15 1DD
Headteacher: Mr. E. N. Carratt
Required for September, 1975. Head of SENIOR MISTRESS at this developing four-year entry middle school (Group 7). The school has recently moved into new purpose-built premises. The person appointed will take responsibility for the year group and overall responsibility for the school. Applicants are requested to state their teaching subjects. The post is to be held from 1st September, 1975. Completed forms should be returned by 19th May, 1975.

W.617 ST. GREGORY'S R.C. JUNIOR SCHOOL (8-13 years) (Number on Roll increasing from 250)
Coal Hill Lane, Leeds LS15 1DD
Headteacher: Mr. E. N. Carratt
Required for September, 1975. Head of SENIOR MISTRESS at this developing four-year entry middle school (Group 7). The school has recently moved into new purpose-built premises. The person appointed will take responsibility for the year group and overall responsibility for the school. Applicants are requested to state their teaching subjects. The post is to be held from 1st September, 1975. Completed forms should be returned by 19th May, 1975.

HIGH/SECONDARY SCHOOLS

SCALE 4 POST

(Re-advertisement)

S.571 WILLIAM GASTRONE GRIFFIN HIGH SCHOOL
(Number on Roll 114)
Acorn Road, Leeds LS15 1HW. (Tel. No. Leeds 712645)
Headteacher: Mrs. J. Evans, B.A.
Required for September, 1975. Head of English Department. The school is an all girls' comprehensive (ages 11-18) with a small sixth form. Pupils are taught to C.S.E. Ordinary and Advanced level. The ability to help with research and individual work would be an advantage.

S.572 AGNES STEWART V. OF Z. HIGH SCHOOL
(Number on Roll in September, 1975)
Cromwell Street, Leeds LS2 7SD. (Tel. No. Leeds 433350)
Headteacher: Mr. C. S. Ranson
Required for September, 1975. In this Church Aided High School, Head of English Department. The school is a co-educational comprehensive (ages 11-18) with a small sixth form. Pupils are taught to C.S.E. Ordinary and Advanced level. The ability to help with research and individual work would be an advantage.

S.573 AGNES STEWART V. OF Z. HIGH SCHOOL
(Number on Roll in September, 1975)
Cromwell Street, Leeds LS2 7SD. (Tel. No. Leeds 433350)
Headteacher: Mr. C. S. Ranson
Required for September, 1975. In this Church Aided High School, Head of English Department. The school is a co-educational comprehensive (ages 11-18) with a small sixth form. Pupils are taught to C.S.E. Ordinary and Advanced level. The ability to help with research and individual work would be an advantage.

S.574 AGNES STEWART V. OF Z. HIGH SCHOOL
(Number on Roll in September, 1975)
Cromwell Street, Leeds LS2 7SD. (Tel. No. Leeds 433350)
Headteacher: Mr. C. S. Ranson
Required for September, 1975. In this Church Aided High School, Head of English Department. The school is a co-educational comprehensive (ages 11-18) with a small sixth form. Pupils are taught to C.S.E. Ordinary and Advanced level. The ability to help with research and individual work would be an advantage.

S.575 AGNES STEWART V. OF Z. HIGH SCHOOL
(Number on Roll in September, 1975)
Cromwell Street, Leeds LS2 7SD. (Tel. No. Leeds 433350)
Headteacher: Mr. C. S. Ranson
Required for September, 1975. In this Church Aided High School, Head of English Department. The school is a co-educational comprehensive (ages 11-18) with a small sixth form. Pupils are taught to C.S.E. Ordinary and Advanced level. The ability to help with research and individual work would be an advantage.

S.576 AGNES STEWART V. OF Z. HIGH SCHOOL
(Number on Roll in September, 1975)
Cromwell Street, Leeds LS2 7SD. (Tel. No. Leeds 433350)
Headteacher: Mr. C. S. Ranson
Required for September, 1975. In this Church Aided High School, Head of English Department. The school is a co-educational comprehensive (ages 11-18) with a small sixth form. Pupils are taught to C.S.E. Ordinary and Advanced level. The ability to help with research and individual work would be an advantage.

S.577 AGNES STEWART V. OF Z. HIGH SCHOOL
(Number on Roll in September, 1975)
Cromwell Street, Leeds LS2 7SD. (Tel. No. Leeds 433350)
Headteacher: Mr. C. S. Ranson
Required for September, 1975. In this Church Aided High School, Head of English Department. The school is a co-educational comprehensive (ages 11-18) with a small sixth form. Pupils are taught to C.S.E. Ordinary and Advanced level. The ability to help with research and individual work would be an advantage.

S.578 AGNES STEWART V. OF Z. HIGH SCHOOL
(Number on Roll in September, 1975)
Cromwell Street, Leeds LS2 7SD. (Tel. No. Leeds 433350)
Headteacher: Mr. C. S. Ranson
Required for September, 1975. In this Church Aided High School, Head of English Department. The school is a co-educational comprehensive (ages 11-18) with a small sixth form. Pupils are taught to C.S.E. Ordinary and Advanced level. The ability to help with research and individual work would be an advantage.

S.579 AGNES STEWART V. OF Z. HIGH SCHOOL
(Number on Roll in September, 1975)
Cromwell Street, Leeds LS2 7SD. (Tel. No. Leeds 433350)
Headteacher: Mr. C. S. Ranson
Required for September, 1975. In this Church Aided High School, Head of English Department. The school is a co-educational comprehensive (ages 11-18) with a small sixth form. Pupils are taught to C.S.E. Ordinary and Advanced level. The ability to help with research and individual work would be an advantage.

S.580 AGNES STEWART V. OF Z. HIGH SCHOOL
(Number on Roll in September, 1975)
Cromwell Street, Leeds LS2 7SD. (Tel. No. Leeds 433350)
Headteacher: Mr. C. S. Ranson
Required for September, 1975. In this Church Aided High School, Head of English Department. The school is a co-educational comprehensive (ages 11-18) with a small sixth form. Pupils are taught to C.S.E. Ordinary and Advanced level. The ability to help with research and individual work would be an advantage.

S.581 AGNES STEWART V. OF Z. HIGH SCHOOL
(Number on Roll in September, 1975)
Cromwell Street, Leeds LS2 7SD. (Tel. No. Leeds 433350)
Headteacher: Mr. C. S. Ranson
Required for September, 1975. In this Church Aided High School, Head of English Department. The school is a co-educational comprehensive (ages 11-18) with a small sixth form. Pupils are taught to C.S.E. Ordinary and Advanced level. The ability to help with research and individual work would be an advantage.

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S.591 AGNES STEWART V. OF Z. HIGH SCHOOL

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"The first thing I noticed when I stepped out of the plane was the cold, crisp air. It felt like a blanket. The ground below was a mix of brown and green, with some small patches of snow. The sky was a pale blue, and the sun was just starting to rise. I felt a sense of peace and tranquility. It was a beautiful sight, and I was lucky to see it. The plane was a small, single-engine propeller plane, and it was flying at a low altitude. I could see the trees and the fields below. The pilot was a young man, and he was smiling at me. He said that he was a pilot for a small airline, and he was flying to a small town. I was curious to see what the town was like, and I decided to go. The plane landed in a small field, and I stepped out. The ground was soft and squishy, and I felt like I was walking on a cloud. The air was so good, and I felt like I was in a new world. I was lucky to see it, and I was lucky to be there. The plane was a small, single-engine propeller plane, and it was flying to a small town. I was curious to see what the town was like, and I decided to go. The plane landed in a small field, and I stepped out. The ground was soft and squishy, and I felt like I was walking on a cloud. The air was so good, and I felt like I was in a new world. I was lucky to see it, and I was lucky to be there.

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SEX COUNCIL
The regional, national and district allowances payable and the availability of training opportunities within the sex industry at the time of liberation.

UNION-SEA COUNTY MPP
The Union-Sea County MPP, John Hogg, Clacton-on-Sea, Essex, has been elected to the Essex County Council for the 1973-74 session.

SEX COUNCIL
The Essex County Council has agreed to fund a sex council for the county, which will be set up in September. It will have a £1,000 a year grant from the county council, and will be made up of representatives of the county council, the police, the probation service, the health service, the education service, the social services, the voluntary sector, and the sex industry.

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UNIVERSITY OF CALIFORNIA, SAN DIEGO
 950 UNIVERSITY AVENUE, SAN DIEGO, CALIF. 92161
 ATTENTION: DIRECTOR OF ADMISSIONS
 MAILING LIST NO. 100
 I am interested in the following program:
 M.A. in Education, and want to know more about it.
 My name is _____ and my address is _____
 My telephone number is _____
 My e-mail address is _____
 I am currently a _____
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Required Books:
 1. *Principles of Chemistry*
 2. *Principles of Physics*
 3. *Principles of Biology*
 4. *Principles of Earth Science*
 5. *Principles of Human Anatomy*
 6. *Principles of Plant Biology*
 7. *Principles of Animal Biology*
 8. *Principles of Microbiology*
 9. *Principles of Cell Biology*
 10. *Principles of Molecular Biology*
 11. *Principles of Immunology*
 12. *Principles of Developmental Biology*
 13. *Principles of Evolutionary Biology*
 14. *Principles of Systematics*
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 16. *Principles of Environmental Science*
 17. *Principles of Conservation Biology*
 18. *Principles of Restoration Ecology*
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EDITORIAL SERVICES.

HERTFORDSHIRE
LOCALITY COUNCIL

THE MAYOR AND
SIR JOHN
Parliament House
Bishop's Stortford
Herts SG8 1JH
ENGLAND

REPLY TO THE MAYOR OF
STORTFORD
Dear Sir,
I am pleased to hear that
the Mayor of Stortford
is planning to visit
the town of Stortford
in the near future.
I am sure that the
Mayor will find the
town of Stortford
a very interesting
place to visit.
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Mayor will find the
town of Stortford
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I am sure that the
Mayor will find the
town of Stortford
a very interesting
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ILLINGDON
London Borough of
MAY MAYHEW & CO.
ARCHITECTS & E.C.C.
110, Lambeth Road, Lambeth, London
S.E.1
Tel. 01-491 2011, Intext. 2511
Fax 01-491 2011
Architect & Teacher, Mr H. E.
ILLINGDON
Required for September
ASSISTANT TEACHER in
TECHNICAL and Home
ECONOMICS and
Technical Drawing. This is
a teaching post, designed to
link in these developments in
the curriculum. The teacher
will coordinate the technical
school course 2 part skills
module.
Application forms from a
candidate to the Headmaster,
London allowance payable.
Salary 25,000-30,000 per cent
1995-96.
0535 1

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201 is within commuting
distance of Washington
state.
Application forms from
available to the Headmaster.
Felon allowance payable
because 100 per cent reha-
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ing employment. (pg. 1) (1)

COUNSELOR
London Borough of
Education Committee
Education Office, 10 Lambeth
Road, London S.E. 1
Victoria Street,
London, Middlesex NW 1
Telephone: Mr. H. N.
1. Educational, 620 pupils
from 1960-1965
2. Educational, 1966-1967
3. Qualifying full-time 1968

available for a full-time day
London School 1 is a
comprehensive school with
primary and secondary
years on the same site
since 1972. It has a wide
range of out-of-school
activities. Pupils are
encouraged to be
involved in the training of
the school's voluntary
subsidiary sector
and are given
London Allowance
Education Allowance
to consider
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of separation and
 Letters of application to the
 to the Head Teacher
 school, giving details of
 talents and games of the
 child.
UNIVERSITY
EDUCATION COMMITTEE
UNIVERSITY OF
UNIVERSITY COMPREHENSIVE
SCHOOL
 Head, Birmingham
 2, 1961
 Director: Michael, Roper
 applied for September, 1961
 ASSISTANT MATHEMATICS
 Teacher, Birmingham
 1961
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 the teaching of S.S.P.
 the of all levels and with
 a specific responsibility
 aspects of the Deaf
 1961.
 Social Priority Allowance
 This is a developing 1961

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SALING
London Through
EDUCATION SERVICE
1. JENNIFER JAMES, Student,
1000 Avenue, Albany, London,
N.Y.
Required for September, 1961
EDUCATION to teach English
to children aged 11. The school
teaching competence and has
already well-established
O and A level courses.
and provides a challenge
young teacher. London
of £3.10 payable and additional
the duration of the school
of social priority places
additional salary.

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It is in this program that the children are given the opportunity to learn the skills necessary to become self-sufficient. The program is designed to provide the children with the opportunity to learn the skills necessary to become self-sufficient. The program is designed to provide the children with the opportunity to learn the skills necessary to become self-sufficient. The program is designed to provide the children with the opportunity to learn the skills necessary to become self-sufficient.

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EAST SUSSEX
COUNTY COUNCIL
BRIGHTON SECONDARY SCHOOL
Brighton, Sussex BN1 9QJ
A.D. 1977

Required for September, MATHEMATICS SPECIALIST, Scale I-9
Applying pending upon experience.
Application form from the Education Office at the school, Wynne Road, Hastings, to whom completed forms must be returned by Wednesday, July 10, 1973.

ENFIELD
(London Borough of)
EDUCATION OFFICER
A PERSON WITH A QUALIFICATION IN THE High, Enfield, Middlesex - LAM 700
Salary £16,800 per annum, Band 1, 200
plus pension (£250)
Grk No. OF HSE 1973
Required in September, 1973. 60
Apply to Mr. J. B. Smith, Director of
Staffs HR Unit, Kingston College,
St. George's Park, Kingston, Surrey KT1 1AA

For a suitably experienced applicant who would be capable of taking responsibility for administrative work connected with public examinations, a Grade 2 post is available.

Household liabilities are satisfactorily considered when in the following—100 per cent repaid) interest, generous assistance with examination costs, temporary housing accommodation for up to 2 years.

[illegible][illegible][illegible]

(Ref: 1.200)
 Attached Documents: Unknown, From
 of the Bureau, 1941, 1942, 1943
 ATTEST: I, _____, Secretary
 of the Bureau, do hereby certify that
 the foregoing is a true and correct
 copy of the original as the same
 appears in the files of the Bureau.
 Witness my hand and the seal of the
 Bureau at Washington, D.C., this _____
 day of _____, 19____.

SUFFOLK
COUNTY BOARD OF
NEWMAURICE UPPER SCHOOL,
Newmaurice, September 1, 1929.
J. H. H. (Sally) O. of Fitchburg,
Mass., is a pupil in this co-
educational school of L. W. W. W.
girls, aged 15 to 18.
Headmaster, Newmaurice Upper
School, Fitchburg, Mass., Newmaurice

100

secondary opportunities with Nottinghamshire

DEPUTY HEAD TEACHERS

ARTHUR MEE SECONDARY GIRLS'
Church Street, Stapleford, Nottingham

Headmistress: Miss C. Skeavington
Girls: 350

DEPUTY HEADTEACHER—Group 7

SCALE 2 & ABOVE

THE DUKERIES COMPREHENSIVE
New Olorton, Newark, Notts.

Headmaster: J. I. West, M.A.
Mixed: 1,750 (Sixth Form, 90)

RELIGIOUS STUDIES SCALE 3

A liberality of approach is expected with expertise to lead academic studies to 'A' Level, C.S.E. Mode 3 and to co-operate in patterns of learning in Personal and Social Relationships throughout.

The school emphasizes pastoral care, and the successful candidate qualifies for the allowance for Social Priority Schools.

ELLIS GUILFORD COMPREHENSIVE
Bar Lane, Basford, Nottm., NG6 0HT

Headmaster: J. Holder, B.A.
Mixed: 1,220 (11-18)

MISTRESS FOR HEAD OF HOME ECONOMICS SCALE 3

The successful candidate will have overall responsibility for co-ordination of both Cookery and Needlework in this well-equipped department housed in a new block. Courses leading to G.C.E. 'O' level and C.S.E. Modes 1 and 3 are well established.

FARNBOROUGH COMPREHENSIVE
Farnborough Road, Clifton, Nottm., NG11 8JW

Headmistress: Miss M. R. Bridge
Mixed: 720 (11-18)

MUSIC SCALE 3

To take charge of Music throughout the school including G.C.E. 'O' level and C.S.E. examination work. An interest in instrumental as well as vocal work an advantage.

MANOR COMPREHENSIVE
Park Hall Road, Mansfield Woodhouse, Notts., NG19 8QA

Headmaster: G. R. Hovington, M.A.
Mixed: 1,720 (11-18)

DEPUTY HEAD OF THE LOWER SCHOOL SCALE 3

The Lower School is separate from the main school and houses 500 pupils of the first and second years. Applications, by May 16, 1975.

ALL SAINTS R.C. (AIDED) UPPER SCHOOL
Broomhill Lane, Mansfield, Notts.

Headmistress: Miss M. Gray, B.A.
Mixed: 520 (13-18)

(1) CAREERS

(2) PHYSICS

Above Scale 1 according to experience and qualifications.

(3) ENGLISH

Above Scale 1 according to experience and qualifications.

ANNIE HOLTGATE TECHNICAL GRAMMAR
Hillcrest Drive, Hucknall, Nottm., NG15 6PX

Headmaster: E. T. S. Archer, B.Sc., M.Ed., M.Biol.
Mixed: 700 (Sixth Form 100) (11-18)

GRADUATE FOR BIOLOGY

Scale 2 for experienced teacher but new entrant considered. Possibility of Advanced Level work.

BEESTON SECONDARY SCHOOL FOR GIRLS
Nether Street, Beeston, Notts., NG9 2AT

Headmistress: Miss H. H. Herring
Girls: 350

HEAD OF SOCIAL STUDIES

Geography as main subject and some History. An interest in field work essential. Courses to C.S.E. level.

THE DUKERIES COMPREHENSIVE
Whinney Lane, New Olorton, Newark, Notts., NG22 9TD

Headmaster: J. I. West, M.A.
Mixed: 1,750 (11-18)

DEPUTY HEAD OF HOUSE

Pastoral experience essential. State teaching strengths.

THE DUKERIES COMPREHENSIVE
New Olorton, Newark, Notts., NG22 9TD

Headmaster: J. I. West, M.A.
Mixed: 1,730 (11-18)

(1) ECONOMICS Scale 2

To teach up to advanced level; additional French or R.E. advantageous, S.P.A. available.

(2) MATHEMATICS Scale 2

The syllabus is based on S.M.P. in the first three years, with a variety of established C.S.E. courses 'O' and 'A' level. Candidates will qualify for the allowance for Social Priority Schools and should be prepared for commitment to the Pastoral demands of the school.

(3) BOYS' P.E. Scale 2

To assist in organization, with strength in outdoor games; quote special talents.

FARNBOROUGH COMPREHENSIVE
Farnborough Road, Clifton, Nottingham NG11 8JW

Headmistress: Miss M. R. Bridge
Mixed: 720 (11-16)

GENERAL SUBJECTS and/or HUMANITIES Scale 2

An interest in teaching less academic pupils.

HIGH OAKHAM SECONDARY
Nottingham Road, Mansfield, Notts. NG18 4SD

Headmaster: G. E. Boyce, B.A.
Mixed: 604 (11-18)

GEOGRAPHY

To take subjects with the upper forms of school including C.S.E.

Closing date May 16, 1975.

NORTH BORDER COMPREHENSIVE
Whitehouse Road, Bircotes, Doncaster, Yorks., DN11 8EN

Headmaster: Dr. A. A. Haslam, B.Sc., Ph.D., F.R.A.S.
Mixed: 700 (11-18)

ENGLISH Scale 2

To be second in the English Department.

MATHEMATICS

Graduate preferred.

SCALE 1

BRAMCOTE HILLS GRAMMAR
Moor Lane, Bramcote, Beeston, Nottm., NG9 3QA

Headmaster: H. R. Lyons, B.A.
Mixed: 1,450 (11-18)

MASTER FOR WOODWORK AND METALWORK

This is a temporary post for one year only.

COLONEL FRANK SEELY COMPREHENSIVE
Flat's Lane, Calverton, Nottm., NG14 6Z

Headmaster: C. A. Richardson, M.B.E.
Mixed: 700 (11-16)

FRENCH with General Subjects.

COTTESMORE COMPREHENSIVE
Derby Road, Lenton, Nottm., NG7 1QH

Headmaster: S. H. Healdicote, M.A.
Mixed: 1,050 (11-16)

(1) MISTRESS FOR ENGLISH AND GENERAL SUBJECTS WITH P.E.

(2) MUSIC OR ENGLISH

(3) RELIGIOUS EDUCATION

(4) GIRLS' GAMES AND GENERAL SUBJECTS

S.P.A. available for (2), (3) and (4).

DAYNCOURT COMPREHENSIVE
Cropwell Road, Radcliffe on Trent, Nottm., NG12 2FQ

Headmistress: D. L. Butterworth, M.A.
Mixed: 840 (rising to 1,250 with Sixth Form of 180 by 1978)

FRENCH

Some German or Spanish available in the future if required.

THE DUKERIES COMPREHENSIVE
New Olorton, Newark, Notts., NG22 9TD

Headmaster: J. I. West, M.A.
Mixed: 1,730 (11-18)

(1) MATHEMATICS

(2) GEOGRAPHY

(3) HISTORY

Man or woman graduate preferred. Chance of early 14 form work.

(4) RELIGIOUS EDUCATION

With some Social Studies.

ELLIOTT DURHAM COMPREHENSIVE
Ransom Road, Nottm., NG3 5HN

Headmaster: J. W. Davies
Mixed: 900 (11-18)

(1) REMEDIAL WORK

Some involvement in 'Design for Living' fourth and fifth year courses.

(2) ENGLISH

Possibility of some examination work at G.C.E. and C.S.E. level.

GARIBALDI COMPREHENSIVE
Forest Town, Mansfield, Notts., NG19 0JH

Headmaster: D. K. McIntosh, M.Sc.
Mixed: 990 (11-16)

MUSIC

Experienced teacher preferred.

GREENWOOD DALE COMPREHENSIVE
Sneinton Boulevard, Nottingham, NG2 4GL

Headmaster: F. J. Parham, B.Sc., (Econ.)
Mixed: 900 (11-16)

MASTER for MATHEMATICS

THE GROVE COMPREHENSIVE
New Balderton, Newark, Notts., NG24 3AH

Headmaster: C. N. Bates, B.A.
Mixed: 1,100 (11-18)

PHYSICS with some GENERAL SCIENCE

Courses to all examination levels established in 1974/5.

SECONDARY Music continued

ESSEX COUNTY COUNCIL
Essex County Council, Education Department, 100, High Street, Chelmsford, Essex, CM1 1LH

Headmaster: Mr. J. W. F. Jones, M.A.
Mixed: 1,220 (11-18)

HEAD OF MUSIC

To be second in the Music Department.

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London Borough of

EDUCATION DEPARTMENT

100, High Street, Chelmsford, Essex, CM1 1LH

Headmaster: Mr. J. W. F. Jones, M.A.

Mixed: 1,220 (11-18)

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HEAD OF MUSIC

PERKSURE

DEBASTHAN, INDIA—The 100th anniversary of the founding of the Hindu Nationalist Movement was celebrated in Debasthan, India, on September 2, 1947. The celebration was held at the Debasthan High School, which was founded by the Hindu Nationalist Movement in 1907. The school is one of the many educational institutions established by the movement in India. The celebration was attended by a large number of students and teachers. The principal of the school, Mr. S. K. Das, gave a speech in which he recalled the founding of the school and the Hindu Nationalist Movement. He also spoke of the progress of the school and the movement since 1907. The celebration was a success and was well attended.

[illegible][illegible]

Required in September
1988 of ALLSOP
and CATES FOR THE
throughout post world
they qualified and expe-
rience. Assistant
with one or more teams
English, foreign, and
or religious education.
The new Catholic

[illegible][illegible]

Scale II must establish a program.

defendants and witnesses
1245 Washington
Court, Suite 200
Arling Heights, Ill. 60014

FEELING
Fighting through the
EXHAUSTION, stress,
and frustration of
Raising those pesky
children?

Here's a fun, simple
and effective way to
TALK, LISTEN and GAIN
the respect and
control you need
without losing the
style and your
sanity. It's called
Feeling 3 Levels
Simple!

Learn to generate your
own positive attitude
without trying to
control your child's
mind, attitude, or
behavior. Funding (and
feeling) the power
of the subconscious
power of suggestion
and the power of
the subconscious. A
new approach

EAST SUSSEX
COUNTY COUNCIL
NORTH AND LANEY
PRIMARY SCHOOL
Headmaster Mr D. H.
Baker in consultation
with the Education
Authority is seeking
suitable premises for
an infants school
Academy form from
Education Officer, Mr
Squire, Haverhill, Cam-
bridgeshire, terms
required by agreement
11/53

Unless otherwise stated, application forms are obtainable from the Head of the school concerned, to whom they should be returned as soon as possible. Assistance with removal expenses given in approved cases.

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112

SECTION 1 COMPANY
NAME
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September, 1977,
15148 required Ac-
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p. 15148 required Ac-
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and I would be assigned with Head of Craft side 1.

During extended absence from the company, I will be 14 days.

STATISTICAL
SUBSIDIARY SECTION.

I have been invited from staff efforts for the post **STATISTICAL** SECTION.

DIEY
John H. Diey
The Children
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10 West Endry,
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REMARKS

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H. H. H. H. H.
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Education Committee

The Borough is within easy access of Central London and bordered by Epping Forest. London Addition to salary paid.

REQUIRED FOR SEPTEMBER, 1978

Teachers of Mathematics, Boys' Handicrafts English and French

Secondary Teachers are required for this progressive and conveniently situated Outer London Borough.

All secondary schools have been completely comprehensive since 1968 and are organised on a two tier system of HIGH SCHOOLS, for 450 to 600, 11-14 year old pupils and SENIOR HIGH SCHOOLS, for 750 to 800, 14-19 year olds.

Central London, Epping Forest and the Essex countryside are all within 30 minutes travelling time from most parts of the Borough. London Allowance is payable and some above basic Scale posts are available for suitable applicants. Application by letter giving full details of qualifications and experience together with the names of two referees, to the Chief Education Officer, Municipal Offices, High Road, Leyton, London E10 5QJ.

London Borough of
Waltham Forest

Gwent
County Council

Education Department
Required for 1st September, 1978:-

CALDICOT COMPREHENSIVE SCHOOL

This is a mixed Comprehensive School of 1,550 pupils, including a sixth-form housed in purpose-built accommodation, including a Sports Complex. Teacher of PHYSICS for Middle and Upper Schools. Successful candidate will be required to assist in the teaching of Combined Science in the Lower School.

CROESCYCELOG COMPREHENSIVE SCHOOL, CWMBRAN

This is a mixed Comprehensive School of 1,780 pupils on roll, with 350 in the sixth-form.

- Teacher of CLASSICS who has a keen interest in maintaining courses in Classical Subjects to C.S.E. and G.C.E. levels, together with some Latin and possibly Greek.
- Teacher for ENGLISH. An interest in Drama would be an advantage.
- Teacher for CHEMISTRY to C.S.E. and G.C.E. levels, together with some General Science for the Lower School.
- Teacher for BOYS' CRAFT, preferably with interest in Metalcraft.

NANTYGLO COMPREHENSIVE SCHOOL

This is a Senior Comprehensive School of 1,100 pupils in the 14-18 age range.

Teacher of ENGLISH at all levels. Graduate preferred. In a large self-contained department with full control over the curriculum. An excellent opportunity for a person with ideas and drive.

Scale 2 payable to suitably qualified and experienced candidate.

NEWBRIDGE COMPREHENSIVE SCHOOL

This is an 11-16 Comprehensive School which will be formed by the amalgamation of Newbridge Grammar and Greenfield Secondary Schools, and will inherit good academic and sporting traditions.

- Teacher for FRENCH.
- Teacher of GENERAL SUBJECTS with ability to assist with Boys' P.E.
- Teacher for METALWORK/CRAFT.
- Teacher for ENGLISH, with interest in Drama.

NEWTOWN BETTWS COMPREHENSIVE SCHOOL

- Teacher for GEOGRAPHY.
- Teacher for GENERAL SUBJECTS.

BLAENAVON SECONDARY SCHOOL

Teacher for GENERAL SUBJECTS.

DYFFRYN SECONDARY SCHOOL, EBBW VALE

Teacher of GENERAL SUBJECTS interested in taking lower remedial groups.

MONMOUTH SECONDARY SCHOOL

Teacher of MATHEMATICS throughout the School to C.S.E. and G.C.E. 'O' and 'A' levels. Application forms and further information obtainable from the Director of Education, Education Department, County Hall, Cwmbran, Gwent NP23 2XQ. Completed application forms must be returned to the Headmaster of the School by 21st May, 1978.

Successful applicants will be required to submit a satisfactory medical report on appointment.

Group Appointments Houghton Scale 3

KINGSWOOD, POPE JOHN AND BEANFIELD COMPREHENSIVE SCHOOLS,

Situated to the south of Corby in close proximity to one another have staff vacancies covering increasing demands in certain grouped subjects. Two appointments are to be made in September for shared tuition between these schools and covering the following subjects:

Master/Mistress for MODERN LANGUAGES, FRENCH with some GERMAN. ART and BOYS' CRAFTS.

Each appointment will be on Houghton Scale 3 and the successful applicants will be required to undertake tuition in schools on a seasonal basis as required.

Housing is readily available in Corby and help may be given with removal expenses.

Application forms from the County Education Officer (Ref. JH), Northampton House, Northampton NN1 2HN.

Northamptonshire
Education Department



ESSEX COUNTY COUNCIL

NOTLEY HIGH SCHOOL
Notley Road, Braintree, Essex CM7 7HL
Tel. Braintree 23601 (Roll 940)

This growing, genuine comprehensive school opened in 1971 in excellent new building; up to 6th Form in September, 6th Form in 1978. First-rate facilities in rural setting. Generous removal, lodging and disturbance allowances payable, and details of availability of housing can be obtained at time of application.

Teachers required for the following NEW POSTS:

Senior Teacher

(September or January): to take significant part in administration and organization, and particular responsibility for range of non-academic activities. This post, ranking third in seniority on staff, offers excellent experience for ambitious teacher and requires tact, organizing ability, strong personality and attention to detail.

Apply immediately by detailed letter to Head Teacher, giving referees and teaching subject.

Required for September to work within the Humanities Department:

English—Scale 2

Graduate with some experience to take responsibility for examination work up to 'A' level, and to contribute to integrated Humanities at all levels.

Geography—Scale 2

Graduate with some experience to take responsibility for work up to 'A' level and contribute to integrated Humanities at various levels.

Remedial—Scale 2

To concentrate largely on slow learners with withdrawal system, besides teaching some mixed ability classes. Considerable successes already achieved; some good resources and parent help available.

R.E.—Scale 2

Specialist, to make significant contribution to integrated Humanities and to develop specialist course in upper years of school, as well as taking part in arranging assemblies and assisting with community service work.

German/French—Scale 2

Graduate with some experience to take responsibility for work in German up to 'A' level and make a contribution to teaching of French and European Studies at various levels. Language laboratory and excellent audio-visual facilities.

Drama—Scale 2

Teacher with training and some experience in modern Educational Drama to develop extra-curricular activities in this field, as well as teaching the subject and another. Large Drama Studio. A real ability to teach Music in a creative way would be a strong recommendation.

Head of Commerce—Scale 3

Teacher with successful experience and enthusiasm to be first Head of Department and organize examination work in Business Studies subjects at Fifth and Sixth Form levels. Excellent facilities and opportunity to build up a thriving department.

Please apply immediately by phone or letter, giving full details and references, for these posts. All scales are post-Houghton.

EDUCATION DEPARTMENT

The Borough is within easy access of Central London and bordered by Epping Forest. London Addition to salary payable. Secondary Education in the Borough is organized on a two-tier system. High Schools for the 11-14 age range and Senior High Schools for the 14-19 year olds. Generous relocation and removal allowances; housing or mortgage facilities available in approved cases.

Secondary Teaching Post Vacancies required for September, 1978

Scale 2 and above Posts CHINGFORD SENIOR HIGH SCHOOL (Roll 940)

Headmaster, Mr. R. D. Barry, S.A. (Headmaster, Mr. R. D. Barry, S.A.)

HEAD OF DOMESTIC SCIENCE SCALE 3 HOURS

An experienced teacher is required to take the lead in the domestic science department, to develop the department and to develop new ideas in the department.

Salary Scale 3 plus £141 London Post and Travel Allowance.

HEAD OF MUSIC SCALE 3 HOURS

An enthusiastic teacher is required to take the lead in the music department, to develop the department and to develop new ideas in the department.

Salary Scale 3 plus £141 London Post and Travel Allowance.

WALTHAMSTOW SENIOR HIGH SCHOOL FOR GIRLS (Roll 940)

Headmistress, Mrs. P. Taylor, M.A. (Headmistress, Mrs. P. Taylor, M.A.)

MATHEMATICS TEACHER SCALE 2 HOURS

A good opportunity for a young teacher to develop in the department of all types and levels of work.

HEATHCOTE HIGH SCHOOL (Roll 940)

Headmaster, Mr. R. D. Barry, S.A. (Headmaster, Mr. R. D. Barry, S.A.)

SCIENCE TEACHER SCALE 2 HOURS

A teacher of some experience is required to take the lead in the science department, to develop the department and to develop new ideas in the department.

LEYTON MANOR HIGH SCHOOL FOR GIRLS (Roll 940)

Headmistress, Mrs. P. Taylor, M.A. (Headmistress, Mrs. P. Taylor, M.A.)

SCIENCE TEACHER SCALE 2 HOURS

A young enthusiastic teacher is required to take the lead in the science department, to develop the department and to develop new ideas in the department.

SIDNEY CHAPLIN HIGH SCHOOL (Roll 940)

Headmaster, Mr. R. D. Barry, S.A. (Headmaster, Mr. R. D. Barry, S.A.)

HEAD OF MUSIC SCALE 2 HOURS

An enthusiastic teacher is required to take the lead in the music department, to develop the department and to develop new ideas in the department.

SCIENCE TEACHER SCALE 2 HOURS

A young enthusiastic teacher is required to take the lead in the science department, to develop the department and to develop new ideas in the department.

SCIENCE TEACHER SCALE 2 HOURS

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SECONDARY Technical Studies continued

BERTFORDSHIRE COUNTY COUNCIL
Technical Studies continued

BERTFORDSHIRE COUNTY COUNCIL
Technical Studies continued

HUNTINGDON TECHNICAL STUDIES

Headmaster, Mr. R. D. Barry, S.A. (Headmaster, Mr. R. D. Barry, S.A.)

HEAD OF MUSIC SCALE 3 HOURS

An enthusiastic teacher is required to take the lead in the music department, to develop the department and to develop new ideas in the department.

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LITTLEMOSS BOYS' COUNTY SECONDARY SCHOOL DROYLSDEN, MANCHESTER M35 7LP

(Number on roll 700 plus)
Headmaster, M. Jackson, B.Sc.
(Telephone 061-370 3334)

HEAD OF MUSIC, Scale 4

An experienced qualified teacher of Music is required as a p to take charge of the subject and develop musical activities throughout the school.

ASSISTANT TEACHERS, Scale 1

Several teachers are required this September able to offer any combination of the following subjects: Woodwork and/or Metalwork, possibly with another associated craft. General Building Science, possibly including Home Improvements, Mathematics, History, Geography, French and/or German and Music.

Permanent or temporary appointments can be made and applications from new entrants to the profession will be welcomed. The school is situated in the village of Little Moss in a rural setting with good playing fields and a newly built fifth year extension. The school is a voluntary aided secondary school and organization is planned for 1978. O.G.E. and G.C.E. examination results are well established. Application forms and further information from the Headmaster, Little Moss, Droylsden, Manchester M35 7LP. Quote ref. 78147/785.

Tameside
Metropolitan Borough



NORFOLK COUNTY COUNCIL EDUCATION DEPARTMENT

The Education Service in Norfolk is administered through five Area Offices. Applications are invited for posts in these areas set out below. Unless otherwise stated, all appointments are for September 1978 and application forms and further details (where applicable) are available on request. A stamped, addressed envelope to the Head of the School concerned, to whom completed forms should be returned as soon as possible. Removal expenses are payable in accordance with the Authority's scheme.

CENTRAL AREA

Required for September, 1978:-

PERIPATETIC SERVICE (S.E.T.)

Appointments of PERIPATETIC REMEDIAL TEACHER (Scale 3, pre-Houghton). Experienced Teachers are invited to apply for appointment to the Authority's team of teachers, currently providing special educational treatment in Norfolk primary schools. Candidates should have considerable experience and success in overcoming specific learning difficulties in children at primary level. Ability to advise teachers on remedial methods and materials will be a valuable asset. Application forms and further details may be obtained from the County Education Officer, County Hall, Martineau Lane, Norwich NR1 2DL, to whom completed applications should be returned as soon as possible.

NORTHERN AREA

FAKENHAM GRAMMAR SCHOOL

Fakenham, Norfolk (Coeducational, 500 Pupils)
Headmaster: Mr. L. U. Anderson, B.A.
(a) Mistress to teach GEOGRAPHY throughout the school to 'O' and 'A' level work available in both subjects for suitable candidates.
(b) Teacher for FRENCH and HISTORY throughout the school to 'O' and 'A' level work available in both subjects for suitable candidates.

NORTH WALSHAM COUNTY SECONDARY SCHOOL

North Walsham, Norfolk (Roll 722)
Headmaster: Mr. R. A. Howells, B.A.
Teacher for MATHEMATICS to C.S.E. and G.C.E. 'O' level.

SHERINGHAM SECONDARY SCHOOL

Sheringham, Norfolk (Roll 481)
Headmaster: Mr. D. C. Rowland, M.A.
Teacher for MATHEMATICS to 'O' level; experience S.M.P. an advantage. Scale 2 for suitably experienced person. First appointment applicants will also be considered.

THE AYLESFORD SCHOOL

Fakenham Road, Aylesford (Roll 228)
Headmaster: Mr. H. G. Clarke, B.A.
Scale 1 MATHEMATICS Teacher required in this small, mixed, rural secondary school; S.M.P. course; interest in Computer Studies an advantage. Probationer considered.

FAKENHAM COUNTY SECONDARY SCHOOL

Fakenham, Norfolk (Roll 811)
Headmaster: Mr. R. A. Howells, B.A.
Mistress for GIRLS' PHYSICAL EDUCATION. Applications from persons seeking first appointment will be considered.

SOUTHERN AREA

ATTLEBOROUGH SECONDARY SCHOOL

Norwich Road, Attleborough (Roll 410)
Head Teacher: Mr. J. Hogg
Scale 3 (pre-Houghton) available for a suitably qualified and experienced candidate to teach MUSIC (an ability to help with R.E. would be an advantage) to be responsible for teaching Music throughout the school.

WATTON COUNTY SECONDARY SCHOOL

Merton Road, Watton, Norfolk (Roll 631)
Head Teacher: Mr. J. W. Waller
Scale 1 (pre-Houghton) MATHEMATICS Teacher to teach up to G.C.E. 'O' level standard.

ZAIT DEBHAM GIRLS' SECONDARY SCHOOL

Crown Road, Zait Deham (Roll 540)
Headmistress: Mrs. A. A. Smith
Scale 1 Assistant Teacher to teach NEEDLEWORK up to G.C.E. 'O' level standard.

ilea
INDEPENDENT
EDUCATION AUTHORITY

GEORGE GREEN'S SCHOOL AND COMMUNITY CENTRE

Tutor Warden

Applications are invited from qualified teachers for this post in the new George Green's School and Community Centre due for completion and opening on the 1st of May in January, 1978. This appointment will be for September, 1978.

This post will represent an opportunity for participating in a new co-operative educational venture in that the school operates a partnership between a long established school, the Youth Service, Lambury Adult Education Institute and the London Borough of Tower Hamlets. The successful applicant will be in a position to initiate and develop the recreation and leisure provision within a stimulating educational and social context. Salary in accordance with the Burnham (TfE) Report. Lower Grade R scale within the range £2,670-£4,476 plus £351 London allowance and threshold payment. Assistance may be given towards household removal expenses.

Details and application forms returnable by 23 May, 1978, from the Education Officer (CKC5), The County Hall, London SE1 7PB (stamped addressed foriscope envelope).

EAST DEBHAM BOYS' SECONDARY SCHOOL

Head Teacher: Mr. L. W. Platt
Scale 2 (pre-Houghton) MATHEMATICS Teacher required. The person appointed will be considered as Second in the Department.

Scale

THE CITY OF Birmingham

EDUCATION DEPARTMENT SECONDARY EDUCATION VACANCIES FOR SEPTEMBER 1975

Applications are invited from experienced teachers and from students completing teacher training this year.

There are two main ways of appointment. Applicants may opt for appointment to an individual vacancy in a Secondary School in the new authority and a list of such vacancies is given below. Further vacancies in Secondary Schools will be advertised regularly during the coming months. Additionally, or alternatively candidates may seek to be considered for appointment in the first instance to a "pool" of teachers in anticipation of further vacancies. If offered appointment they would then be asked to consider suitable vacancies when these arose at a later stage. If they so wish, candidates may apply both for individual posts and the "pool".

Students may obtain application forms from the appropriate officer at the College of Education. Other teachers may obtain forms from:

THE CHIEF EDUCATION OFFICER,

**STAFFING BRANCH, ROOM 174, EDUCATION OFFICE,
MARGARET STREET, BIRMINGHAM B3 3BU**

There are schemes for assistance with removal expenses, for advance of salary to teachers taking up first appointments, and for mortgage facilities in approved cases. N.B. An asterisk before the School name indicates a Social Priority School.

ART

- E.A.2** CASTLE VALE SCHOOL, Farnborough Road, B36 7NL (747 8101) (1,000 Mixed)
Ceramics would be an advantage.
- E.A.2** SELBY PARK GIRLS' SCHOOL, Pershore Road, B36 7PL (472 1238) (600 girls)
Surrey Vale School, Griffins Brook Lane B36 7LQ (478 3881) (1,000 Mixed)
Painting, Drawing and Craft Printing.
Opportunity for G.C.E. 'O' and 'A' level work.
- W.A.1** HANDSWORTH WOOD BOYS' SCHOOL, Church Lane, B20 2HH (854 8148) (570 boys)
Art, Music, 'O' and 'A' level courses.
- W.A.2** GEORGE DIXON SCHOOL, City Road, B17 8LP (428 1880) (1,750 Mixed)
Art.
- W.A.5** HANDSWORTH WOOD BOYS' SCHOOL, Church Lane, B20 2HH (854 7883) (570 boys)
Art/Music Courses to C.S.E. 'O' and 'A' level.
- W.A.8** PERRY BEECHES SCHOOL, Beeches Road, B42 2PY (880 4362) (730 Mixed)
Art with Subsidiary Music or English.

COMMERCE AND ECONOMICS

- E.O.2** HODGE HILL SCHOOL, Bromford Road, B36 8BH (783 3311) (1,000 Mixed)
Commercial subjects, including shorthand and Typewriting.
- E.O.4** CASTLE VALE SCHOOL, Farnborough Road, B36 7NL (747 8101) (1,000 Mixed)
Economics and Commerce—some Mathematics would be an advantage.
- E.O.5** SIR WILFRID MARTINEAU SCHOOL, Gressel Lane, B35 8DS (778 2011) (1,220 Mixed)
Economics/Commerce in the first instance for one year from September.
- S.C.2** MOUNT PLEASANT SCHOOL, Balsall Heath Road, B12 9DS (440 4288) (1,200 Mixed)
Typing—full or part-time post.
- S.C.3** HARTFIELD SCHOOL, Hatfield Crescent, B27 7QD (777 8478) (1,100 Mixed)
Commercial Subjects, mostly typing, some Shorthand and Office Practice etc.
- S.C.4** MOUNT PLEASANT SCHOOL, Balsall Heath Road, B12 9DS (440 4288) (1,200 Mixed)
Commercial Subjects, mostly Typing.
- W.O.1** WARREN FARM SCHOOL, Dutchess Road, B44 8EW (373 3240) (800 Mixed)
Commerce (Shorthand Typing essential).

CRAFT

- W.C.R.1** HOLTE SCHOOL, Wheeler Street, B15 2EP (523 7321) (1,300 Mixed)
Technical Drawing with Metalwork and/or Woodwork.
- W.C.R.2** GREAT BARR SCHOOL, Aldridge Road, B44 8NU (360 3538) (1,700 Mixed)
Craft/Design.
- W.C.R.3** PERRY COMMON SCHOOL, Faulkner's Farm Drive, B23 7XP (373 1047) (1,610 Mixed)
Metal Craft and/or Woodwork. Willingness to teach Technical Drawing an advantage, but not essential.
- W.O.R.7** BLESSED HUMPHREY MIDDLEMORE R.C. COMP. SCHOOL, Metcalfe Lane, B17 4JZ (427 8118) (1,240 Mixed)
Teacher for light Metalwork and Combined Craft. Facilities available for Auto Engineering and Plastics.
- W.C.R.12** DUDDESTON MANOR SCHOOL, St. Francis St., B7 4QR (358 3735) (1,000 Mixed)
Teacher for light Metalwork or both. Ability to help with Technical Drawing an advantage. Four Specialist rooms.
- W.C.R.12** PERRY BEECHES SCHOOL, Beeches Road, B42 2PY (880 4362) (730 Mixed)
Woodwork.
- W.C.R.13** BROADWAY SCHOOL, Perry Barr, B36 3DP (355 8444) (1,070 Mixed)
Woodwork.
- E.C.R.1** MIRFIELD SCHOOL, Lea Village, B33 9SQ (783 3288) (830 Mixed)
Technical Drawing. Technical Drawing would be an advantage.
- E.C.R.2** GREAT BARR SCHOOL, Aldridge Road, B44 8NU (360 3538) (1,700 Mixed)
Technical Drawing. Technical Drawing would be an advantage.
- E.C.R.4** ALDERLEY SCHOOL, Alderley Road, B34 7JA (747 3047) (480 boys)
Mainly Woodwork. Subjects taken to 'A' level.
- E.C.R.5** MARSH HILL SCHOOL, Marsh Hill, B23 7BY (373 7150) (1,220 Mixed)
Woodwork/Technical Drawing.
- E.C.R.6** MARSH HILL SCHOOL, Marsh Hill, B23 7BY (373 7150) (1,220 Mixed)
Woodwork.
- E.C.R.7** MARSH HILL SCHOOL, Marsh Hill, B23 7BY (373 7150) (1,220 Mixed)
Metalwork. Opportunities to develop, if desired, Craftwork in other materials. Also courses in Motor Maintenance.
- E.C.R.8** MARSH HILL SCHOOL, Marsh Hill, B23 7BY (373 7150) (1,220 Mixed)
Woodwork.
- E.C.R.9** WASHWOOD HEATH SCHOOL, Burney Lane, B8 2AS (783 7873) (1,700 Mixed)
Boys' Craft, Woodwork, Metalwork. Technical Drawing and Automotive Engineering are all offered. Courses established to 'A' level.
- E.C.R.10** BISHOP VESSEY'S GRAMMAR SCHOOL, Sutton Coldfield B7 2NH (364 8822) (700 boys)
Technical Drawing and Metalwork with ability to coach boys Games, if possible.
- S.C.R.1** COLLIERIES FARM SCHOOL, Brierley Road South, B45 8NY (021-459 2172) (830 Mixed)
Metalwork.
- S.C.R.2** MOUNT PLEASANT SCHOOL, Highgate, B12 9DS (440 4288) (1,200 Mixed)
Metalwork, Woodwork, Technical Drawing, Home Maintenance. (One or more subjects.)
- S.C.R.3** KINGS NORTON BOYS' SCHOOL, Northfield Road, B30 1DY (448 1308) (570 boys)
Woodwork and Technical Drawing. Opportunity for G.C.E. work.
- S.C.R.4** ST ALBERT'S C.S.E. SCHOOL, Andover St., B15 8AL (440 4288) (1,200 Mixed)
Woodwork/Metalwork. Home Maintenance Course being developed.
- S.C.R.5** DAME ELIZABETH CADBURY SCHOOL, Woodbrook Road, B30 1UP (488 4940) (800 Mixed)
Technical Drawing.
- S.C.R.7** MOUNT PLEASANT SCHOOL, Highgate, B12 9DS (440 4288) (1,200 Mixed)
One or more of Metalwork, Woodwork, Technical Drawing, Home Maintenance, Auto Engineering.

ENGLISH

- W.E.4** ST. PHILIP'S R.C. GRAMMAR SCHOOL, Hagley Road, B16 8UF (484 3283) (780 boys)
'A' level work for suitable candidate.
- W.E.5** HANDSWORTH WOOD GIRLS' SCHOOL, Church Lane, B20 2HH (854 8148) (570 girls)
English/History.
- W.E.6** GREAT BARR SCHOOL, Aldridge Road, B44 8NU (360 3538) (1,700 Mixed)
Master 'A' level work for suitably qualified applicant.
- W.E.7** PERRY COMMON SCHOOL, Faulkner's Farm Drive, B23 7XP (373 1047) (1,610 Mixed)
English/History.
- W.E.8** PERRY COMMON SCHOOL, Faulkner's Farm Drive, B23 7XP (373 1047) (1,610 Mixed)
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- W.E.9** PERRY COMMON SCHOOL, Faulkner's Farm Drive, B23 7XP (373 1047) (1,610 Mixed)
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English/History.
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English/History.
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English/History.
- W.E.100** PERRY COMMON SCHOOL, Faulkner's Farm Drive, B23 7XP (373 1047) (1,610 Mixed)
English/History.

GENERAL SUBJECTS

- E.G.2** LONGMEADOW SCHOOL, Longmeadow Crescent, B34 7NE (747 3610) (870 girls)
Remedial class preferred but not essential.
- E.G.4** JAFFRAY SCHOOL, Farnham Road, B23 8AF (373 1426) (1,000 Mixed)
Two teachers of general subjects required to teach one or more of the following Subjects: B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B12, B13, B14, B15, B16, B17, B18, B19, B20, B21, B22, B23, B24, B25, B26, B27, B28, B29, B30, B31, B32, B33, B34, B35, B36, B37, B38, B39, B40, B41, B42, B43, B44, B45, B46, B47, B48, B49, B50, B51, B52, B53, B54, B55, B56, B57, B58, B59, B60, B61, B62, B63, B64, B65, B66, B67, B68, B69, B70, B71, B72, B73, B74, B75, B76, B77, B78, B79, B80, B81, B82, B83, B84, B85, B86, B87, B88, B89, B90, B91, B92, B93, B94, B95, B96, B97, B98, B99, B100, B101, B102, B103, B104, B105, B106, B107, B108, B109, B110, B111, B112, B113, B114, B115, B116, B117, B118, B119, B120, B121, B122, B123, B124, B125, B126, B127, B128, B129, B130, B131, B132, B133, B134, B135, B136, B137, B138, B139, B140, B141, B142, B143, B144, B145, B146, B147, B148, B149, B150, B151, B152, B153, B154, B155, B156, B157, B158, B159, B160, B161, B162, B163, B164, B165, B166, B167, B168, B169, B170, B171, B172, B173, B174, B175, B176, B177, B178, B179, B180, B181, B182, B183, B184, B185, B186, B187, B188, B189, B190, B191, B192, B193, B194, B195, B196, B197, B198, B199, B200, B201, B202, B203, B204, B205, B206, B207, B208, B209, B210, B211, B212, B213, B214, B215, B216, B217, B218, B219, B220, B221, B222, B223, B224, B225, B226, B227, B228, B229, B230, B231, B232, B233, B234, B235, B236, B237, B238, B239, B240, B241, B242, B243, B244, B245, B246, B247, B248, B249, B250, B251, B252, B253, B254, B255, B256, B257, B258, B259, B260, B261, B262, B263, B264, B265, B266, B267, B268, B269, B270, B271, B272, B273, B274, B275, B276, B277, B278, B279, B280, B281, B282, B283, B284, B285, B286, B287, B288, B289, B290, B291, B292, B293, B294, B295, B296, B297, B298, B299, B300, B301, B302, B303, B304, B305, B306, B307, B308, B309, B310, B311, B312, B313, B314, B315, B316, B317, B318, B319, B320, B321, B322, B323, B324, B325, B326, B327, B328, B329, B330, B331, B332, B333, B334, B335, B336, B337, B338, B339, B340, B341, B342, B343, B344, B345, B346, B347, B348, B349, B350, B351, B352, B353, B354, B355, B356, B357, B358, B359, B360, B361, B362, B363, B364, B365, B366, B367, B368, B369, B370, B371, B372, B373, B374, B375, B376, B377, B378, B379, B380, B381, B382, B383, B384, B385, B386, B387, B388, B389, B390, B391, B392, B393, B394, B395, B396, B397, B398, B399, B400, B401, B402, B403, B404, B405, B406, B407, B408, B409, B410, B411, B412, B413, B414, B415, B416, B417, B418, B419, B420, B421, B422, B423, B424, B425, B426, B427, B428, B429, B430, B431, B432, B433, B434, B435, B436, B437, B438, B439, B440, B441, B442, B443, B444, B445, B446, B447, B448, B449, B450, B451, B452, B453, B454, B455, B456, B457, B458, B459, B460, B461, B462, B463, B464, B465, B466, B467, B468, B469, B470, B471, B472, B473, B474, B475, B476, B477, B478, B479, B480, B481, B482, B483, B484, B485, B486, B487, B488, B489, B490, B491, B492, B493, B494, B495, B496, B497, B498, B499, B500, B501, B502, B503, B504, B505, B506, B507, B508, B509, B510, B511, B512, B513, B514, B515, B516, B517, B518, B519, B520, B521, B522, B523, B524, B525, B526, B527, B528, B529, B530, B531, B532, B533, B534, B535, B536, B537, B538, B539, B540, B541, B542, B543, B544, B545, B546, B547, B548, B549, B550, B551, B552, B553, B554, B555, B556, B557, B558, B559, B560, B561, B562, B563, B564, B565, B566, B567, B568, B569, B570, B571, B572, B573, B574, B575, B576, B577, B578, B579, B580, B581, B582, B583, B584, B585, B586, B587, B588, B589, B590, B591, B592, B593, B594, B595, B596, B597, B598, B599, B600, B601, B602, B603, B604, B605, B606, B607, B608, B609, B610, B611, B612, B613, B614, B615, B616, B617, B618, B619, B620, B621, B622, B623, B624, B625, B626, B627, B628, B629, B630, B631, B632, B633, B634, B635, B636, B637, B638, B639, B640, B641, B642, B643, B644, B645, B646, B647, B648, B649, B650, B651, B652, B653, B654, B655, B656, B657, B658, B659, B660, B661, B662, B663, B664, B665, B666, B667, B668, B669, B670, B671, B672, B673, B674, B675, B676, B677, B678, B679, B680, B681, B682, B683, B684, B685, B686, B687, B688, B689, B690, B691, B692, B693, B694, B695, B696, B697, B698, B699, B700, B701, B702, B703, B704, B705, B706, B707, B



ESSEX COUNTY COUNCIL

Castle Point & Rochford Area

The Park School, Rayleigh

Opening in September with a first year intake, this eight form entry 11-18 comprehensive school has been imaginatively designed and equipped to a high standard.

Girls' PHYSICAL EDUCATION

A candidate is sought who can exploit the gymnastic facilities and preferably has ability in Educational Dance. The school is intended as the Area Olympic Gymnastic Centre, the Sports Hall, site and other facilities are excellent. With a strong background she could be considered for a Scale 2 post but an excellent performer beginning her career could be suitable.

HEAD OF GEOGRAPHY or HISTORY (Scale 2)

who will be responsible for the inauguration of a Foundation Humanities course and plan for Upper School developments. Ability to organise the use of the flexible teaching situations possible with lecture theatres, resource areas, library, study carrels adjacent and within the department.

Teachers of ENGLISH, GEOGRAPHY, HISTORY or P.E. (Scale 1)

who could suitably incorporate the use of such departmental facilities as listed above and perhaps the drama and television studios, are invited to apply. The Authority has a removal/resettlement expenses scheme.

Applications by letter, quoting two referees, should be sent as soon as possible to the Headmaster, care of Area Education Office, Brooklands, Hockley Road, Rayleigh, Essex.

LINCOLNSHIRE

SKENNESS GRAMMAR SCHOOL (Vernon Road), Group 9, Roll 575

Applications are invited from suitably qualified and experienced teachers for the following posts in this selective co-educational school, from September, 1975:—

1. SENIOR MISTRESS (Graduate).
 2. ASSISTANT TEACHER (Graduate) for GEOGRAPHY/GEOLOGY, preferably able to teach some history and/or general subjects in the VI form (Scale 2).
 3. ASSISTANT TEACHER (Graduate) for HISTORY, preferably able to teach some geography and/or general studies in the VI form (Scale 2).
- Application forms and further particulars from the Headmaster. Closing date for all three posts May 22, 1975.

BRANSTON SCHOOL AND COMMUNITY COLLEGE

Group 10, Roll 1,063

Required for September, 1975, owing to school growth:—

1. TEACHER OF LANGUAGES, Scale 1, to continue the development of the Cambridge Latin Course being taught as examination option from the third year. Pending expansion of this subject, assistance with junior forms mainly in French an advantage.
2. TEACHER OF ENGLISH, Scale 1, to teach throughout the school. Examination work available for a suitable applicant.
3. TEACHER OF ART, Scale 1, with qualifications in Fine Art or Design is looked for, an interest in photography would be an advantage. The Art Department is expanding rapidly under lively leadership and a keen teacher able to complete a team of three is needed.
4. TEACHER OF HISTORY, Scale 1, to teach throughout the school in department of three. Ability to help with one form of English an advantage initially. Examination work available for suitable candidate.
5. TEACHER OF MATHEMATICS, Scale 1—an enthusiastic teacher is looked for able to teach over the whole ability range and willing to help develop an individualised scheme in Years 1-3. Willingness to help with Mode III CSE work an advantage.

The school is growing rapidly to 1,200 comprehensive size in purpose-designed buildings, newly completed, including three Art rooms now being equipped. History suite, suite of Language rooms with a Language Laboratory and well equipped drama performance area. The Youth and Adult side of the College offers further scope. All staff are expected to play a full part in the pastoral side of the school. Mortgage and extended bridging loan facilities may be available in some cases. Further particulars and application forms from the Principal at the College, Station Road, Branston, Lincoln. Closing date, May 23, 1975.

GRANTHAM, THE KING'S BOYS' VC GRAMMAR SCHOOL

Group 10, Roll 1,063

Required for September, 1975, owing to school growth:—

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KENT County Council

Education Committee

COUNTY POOL OF MOBILE TEACHING STAFF

The Kent County Council is expanding its pool of Mobile Teachers. Applications are invited from qualified and experienced teachers who are able to give effective assistance in a variety of teaching situations in secondary schools. Appointments will be on a permanent basis with teachers normally being appointed to Category II (new Scale 4) prospects of promotion to Category I (new Scale 4) in the Kent County Council area, i.e. not further east than the Maidstone area and no further east than Sittingbourne. Generous assistance with removal expenses, etc. is given to approved rates and assistance is also available with mortgage arrangements. An allowance is paid to cover travelling expenses and ownership of a car and a current driving licence is desirable. Forms of application and further details may be obtained from the County Education Officer (Ref. 75), Springfield, Maidstone, Kent ME1 2JL.

METROPOLITAN BOROUGH OF WIGAN

EDUCATION COMMITTEE

Teaching Vacancies

SECONDARY SCHOOLS

WIGAN, ST. THOMAS MORE R.C. HIGH SCHOOL, Newtown, Wigan (11-16 Mixed Comprehensive, Group 11)

Required for September, 1975:—

- SCALE 2 (New), CLASSICAL STUDIES in the lower school with possibility of 'O' Level LATIN.
- SCALE 1, ENGLISH, interest in Drama an advantage.
- SCALE 1, FRENCH.

ASHTON IN MAKERFIELD ST. EDMUND ARROWSMITH R.C. HIGH SCHOOL, Rookery Avenue, Ashton in Makerfield (1,017 Boys and Girls)

Applications are invited for the post of MUSIC TEACHER for this developing school.

LEIGH C.E. SECONDARY SCHOOL, Leigh Road, Leigh (850 Mixed)

SCALE 1, SCIENCE. Teacher for Multi-faceted Combined Science, 1st and 2nd year and Human Biology/Biology to C.S.E.

Application forms and further details for the above named posts available from and returnable to the Headteachers at the addresses shown as soon as possible.

BARNESLEY METROPOLITAN BOROUGH

COUNCIL

EDUCATION DEPARTMENT

DARTON HIGH SCHOOL

(Group 10 pre-Houghton)

Darton High School is an 8/10-form entry 11 to 16 years Comprehensive School anticipating a Sixth Form in September, 1975. There are well established courses to 'O' level and C.S.E. and planning is well advanced for Sixth Form requirements. The following vacancies exist due to expansion and successful applicants will take up their duties in September, 1975.

MATHEMATICS Scale 1

To assist with the teaching of Mathematics throughout the school. S.M.P. is well established.

RELIGIOUS EDUCATION (Two vacancies) Scale 1

To assist with the teaching of Religious Education throughout the school and to become involved with Humanities.

GIRLS' CRAFT Scale 2

To act as Second-in-Department, sharing in the teaching of Household and Needlework. The school is due to occupy a purpose-built Creative Studies Suite in the near future.

MODERN LANGUAGES Scale 1

To assist with the teaching of French throughout the school. The ability to offer German or Latin as a second subject would be an advantage but is not essential.

BOYS' CRAFT Scale 1

Teacher required to join an expanding Department with an enthusiastic team. The successful applicant will assist in the teaching of Woodwork, Metalwork and Geometrical and Engineering Drawing. The school is shortly to occupy a purpose-built Creative Studies unit.

MUSIC Scale 1

To assist with the teaching of Music throughout the school. Specialist subject accommodation together with Practice Room is at present being created. The school has well established choir and is fully served by Partridge Instrument teachers.

SCIENCE Scale 1

A teacher required to share the teaching of Physics with a view to taking 'O' level work and to assist with the teaching of Science subjects. A Graduate Physicist is preferred.

GENERAL SUBJECTS Scale 1

To assist with the teaching of English, Mathematics and History mainly at 'O' level and to assist with the teaching of Science subjects. This post would be suitable for someone with Middle School training.

Applications by letter, quoting two referees, should be sent to the Headmaster, Darton High School, Brooklands Road, Barnsley, Yorkshire S70 2JL.

METROPOLITAN BOROUGH OF WIGAN

EDUCATION COMMITTEE

Teaching Vacancies

PRIMARY SCHOOLS

Required for Autumn Term. Application forms and further particulars from Headteachers of the schools shown below, to be returned by May 19, 1975, unless otherwise stated:—

Tydesley Asley St. Ambrose R.C. Primary School, Manchester Road, Asley, Tyldesley.

Headteacher—Group 2

Application forms returnable to R. Coughlan, 170 Manchester Road, Asley, Tyldesley.

Secondary Teaching Vacancies

Leigh Central County Secondary School, Winderburn Road, Leigh

Scale 1—Creative Needlework

Newly qualified teachers considered.

Leigh Bedford County Secondary School, Manchester Road, Leigh

Scale 1—Art and Craft

Special Education

Altherton Briarcroft Tutorial Centre, Lee Street, Altherton.

Teacher in Charge—Scale 3S

Further details and application forms available from Mr. J. H. Valentine, Advisory Special Education, Garwood House, Altherton Road, Hindley.

THOMAS BECKET R C

UPPER SCHOOL, Northampton

Thomas Becket Upper School is to open in September, 1975, as a result of the closure of a Direct Grant Grammar School, and the development of a three-tier system of comprehensive Roman Catholic education in Northampton. The school will open with a roll of 730 students (12-19) of whom 90 will be in Form Six.

Applications are invited for the following posts:—

HEAD OF ENGLISH FACULTY

Applications welcomed from enthusiastic graduates for this important post requiring substantial qualification in English and a strong background in the subject. An interest in Drama and/or Library work an additional recommendation. Young candidates, with good experience, should not hesitate to apply. Salary—Houghton Scale 4.

PHYSICAL EDUCATION—GIRLS

Specialist required to initiate a full range of activities. Applications welcome from experienced teachers (Houghton Scale 2) or from enthusiastic new entrants to teaching.

NEEDLEWORK

Opportunity for an experienced teacher or for newly qualified teacher to join in the Creative and Design team. Very good facilities. Salary Houghton Scale 2.

SCALE 1 POSTS

There will be additional vacancies in September for:—

Mathematics specialist—good experience throughout 12-18 age range available.

English specialist—an interest in Library/Remedial work an advantage.

General Subjects—willingness to be involved in Physical Education programme.

New entrants to the profession will have the support of a Professional Tutor.

Application forms, further details about the school and the individual posts are available from: Mr. J. Brennan, Head-Designate, Thomas Becket R.C. Upper School, Calderfield, 112 St. George's Avenue, Northampton.

Completed applications should be returned as soon as possible.

Northamptonshire Education Department

SECONDARY

1 Posts continued

HERTFORDSHIRE

COUNTY COUNCIL

51, ALDERS DIVISION

MALDENHAM SCHOOL, Herts.

Required for September, 1975, owing to school growth:—

1. TEACHER OF ENGLISH, Scale 1, to continue the development of the Cambridge Latin Course being taught as examination option from the third year. Pending expansion of this subject, assistance with junior forms mainly in French an advantage.
2. TEACHER OF ENGLISH, Scale 1, to teach throughout the school. Examination work available for a suitable applicant.
3. TEACHER OF ART, Scale 1, with qualifications in Fine Art or Design is looked for, an interest in photography would be an advantage. The Art Department is expanding rapidly under lively leadership and a keen teacher able to complete a team of three is needed.
4. TEACHER OF HISTORY, Scale 1, to teach throughout the school in department of three. Ability to help with one form of English an advantage initially. Examination work available for suitable candidate.
5. TEACHER OF MATHEMATICS, Scale 1—an enthusiastic teacher is looked for able to teach over the whole ability range and willing to help develop an individualised scheme in Years 1-3. Willingness to help with Mode III CSE work an advantage.

The school is growing rapidly to 1,200 comprehensive size in purpose-designed buildings, newly completed, including three Art rooms now being equipped. History suite, suite of Language rooms with a Language Laboratory and well equipped drama performance area. The Youth and Adult side of the College offers further scope. All staff are expected to play a full part in the pastoral side of the school. Mortgage and extended bridging loan facilities may be available in some cases. Further particulars and application forms from the Principal at the College, Station Road, Branston, Lincoln. Closing date, May 23, 1975.

GRANTHAM, THE KING'S BOYS' VC GRAMMAR SCHOOL

Group 10, Roll 1,063

Required for September, 1975, owing to school growth:—

1. TEACHER OF LANGUAGES, Scale 1, to continue the development of the Cambridge Latin Course being taught as examination option from the third year. Pending expansion of this subject, assistance with junior forms mainly in French an advantage.
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2. TEACHER OF ENGLISH, Scale 1, to teach throughout the school

Salop County Council SHREWSBURY TECHNICAL COLLEGE

London Road, Shrewsbury. Telephone 51544
Required from 1st September, 1975:

1. PRINCIPAL LECTURER IN ELECTRICAL ENGINEERING in the Faculty of Technology to be formed in the College. An experienced teacher with varied industrial experience and at least a good Honours degree is looked for. Candidates should preferably be able to specialise in Electrical Power subjects and Control Engineering. The duties will include the responsibility for organising curriculum development in the Faculty.

2. PRINCIPAL LECTURER in the Faculty of Arts and Services to be formed in the College. The duties will include responsibility for interviewing and admission of students. Liaison with schools and organising curriculum development.

The successful candidate will be expected to contribute to the teaching within the Faculty within the range offered which includes Art and Design, a large number of subjects at General Certificate of Education Ordinary and Advanced Level, English throughout the College and the General Studies programme for full-time and part-time students.

Further particulars and application forms are obtainable from the Principal, Shrewsbury Technical College, London Road, Shrewsbury, to whom they should be returned not later than Monday, 19th May, 1975.

SALOP COUNTY COUNCIL SHREWSBURY TECHNICAL COLLEGE

London Road, Shrewsbury, SY2 6PR
Telephone: 51544

Required from 1st September, 1975:

1. Lecturer II in Education with a particular interest in Educational Technology
The person appointed would form part of a Learning Resources Unit to be established and also contribute, according to qualifications, in the City and Guilds 730 Teachers in Service and other courses.

2. Lecturer I in Secretarial and Office Studies
Required to teach Wood Trades students attending City and Guilds 585/586 New Entrant and Block Release Carpentry and Joinery Courses.

3. Lecturer I in English
A graduate teacher with an interest in teaching English to Business Studies students.

4. Lecturer I in Home Economics
Required to teach GCE "O" level Nutrition and Cookery. A level Domestic Science, catering to the Home and Society section of the NREB Course and possibly the Certificate in Home Economics Course.

Further particulars and application forms are obtainable from the Principal, Shrewsbury Technical College, London Road, Shrewsbury, to whom they should be returned not later than Friday, 23rd May, 1975.

COUNTY OF SALOP Education Committee

Shrewsbury Technical College

Principal: D. R. Griffiths, BSc (Hons), MA, PhD,
DipEd FSS, FIMA, MBIM

Department of Building Lecturer Grade One in Wood Trades

to commence on 1 September, 1975.

Suitably qualified applicants are invited for appointment to teach Wood Trades students attending City and Guilds Number 585/586 Construction Industry Training Board New Entrant and Block Release Carpentry and Joinery Courses.

Salary will be in accordance with the 1975 Burnham Scale for Further Education teachers: £1,860 to £3,633.

Application forms and further particulars are obtainable from:
The Principal, Shrewsbury Technical College, London Road, Shrewsbury, SY2 6PR, to whom they should be returned not later than Friday, 23rd May, 1975.

STOCKSBRIDGE COLLEGE OF FURTHER EDUCATION

Applications are invited for the following post duties to commence on September 1, 1975:

LECTURER Grade I

To teach Chemistry and Science up to "A" Level G.C.E. standard, and Part 2 level of Technician courses. The ability to teach Metallurgy to Part 1 level Metallurgical Technician students would be an advantage.

Salary scale Lecturer, Grade I, £1,860 to £3,633 plus threshold payment.

Application forms and further details are available from the Principal, Stocksbridge College of Further Education, Hole House Lane, Stocksbridge, Sheffield, S20 2BN, to whom completed applications must be returned by 16th May, 1975.

COLLEGES OF FURTHER EDUCATION Other Appointments continued

CROYDON

EDUCATION COMMITTEE
CROYDON COLLEGE OF DESIGN
AND TECHNOLOGY

Applications are invited for the following post, duties to commence on 1st September, 1975:

DEPARTMENT OF BUILDING
LECTURER IN HOUSEKEEPING
AND MATERIALS SCIENCE
Experience and ability in teaching housekeeping and materials science is required to teach National Certificate and other technician students in the Department of Building.

Salary is in accordance with the current Burnham Scale for Further Education teachers, £1,860 to £3,633 plus threshold payment. Applications should be returned to the Principal, Croydon College of Design and Technology, Croydon, Surrey, CR9 1JX, by Friday, 23rd May, 1975.

Further particulars and application forms are obtainable from the Principal, Croydon College of Design and Technology, Croydon, Surrey, CR9 1JX, to whom they should be returned not later than Monday, 19th May, 1975.

CUMBERLAND Education Committee

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Salary scale Lecturer, Grade I, £1,860 to £3,633 plus threshold payment.

Application forms and further details are available from the Principal, Stocksbridge College of Further Education, Hole House Lane, Stocksbridge, Sheffield, S20 2BN, to whom completed applications must be returned by 16th May, 1975.

STOCKSBRIDGE COLLEGE OF FURTHER EDUCATION

Applications are invited for the following post, duties to commence on the 1st September 1975:

LECTURER GRADE I to teach Typewriting and Office Practice

An ability to teach Clerical Duties to Certificate and Higher Certificate in Office Studies would be an advantage.

Salary Scale: Lecturer, Grade I, £1,860-£3,633 plus threshold payment.

Application forms and further details are available from the Principal, Stocksbridge College of Further Education, Hole House Lane, Stocksbridge, Sheffield S20 2BN, to whom completed applications must be returned by 18th May, 1975.

Worcester Technical College Deansway, Worcester

The following posts are available from 1st September, 1975:

Department of General Studies and Art LECTURER II—Social Work

To be responsible for the organisation of existing Playgroup and Social Work provision and for the development of new courses.

LECTURER I—Adult Literacy

To develop the work of adult basic literacy and to assist with in-service training of part-time staff at the College.

LECTURER I—English and General Studies

To teach English to G.C.E. "O" and "A" levels and to assist with the teaching and organisation of General and Elective Studies for full and part-time students.

Department of Business Studies

LECTURER II—Business Studies

Candidates should have a degree and/or Banking qualifications together with wide practical experience. The post involves the teaching of Banking subjects and Bookkeeping and Accountancy to a wide range of courses.

LECTURER I—Secretarial Skills

Candidates should have reached a high standard in Shorthand and Typewriting and have experience of teaching Secretarial subjects. An interest in developing the subject of Office Practice would be an advantage.

Department of Building

LECTURER II—Building Subjects

To teach subjects from the following range: Measurement and Economics of Building, Building Services, Building Science and Materials and Structures up to Higher National Certificate level.

LECTURER I—Brickwork

To teach brickwork technology to a range of courses.

Department of Catering

LECTURER II—Catering Subjects

To teach a range of subjects associated with food preparation to students pursuing the Ordinary National Diploma in Hotel and Catering Operations and other courses.

Department of Science and Mathematics

LECTURER II—Computer Studies

Applicants should be graduates (or graduate equivalent) with a Data Processing background. An ability to help with related mathematics and systems programming would be an advantage.

All applicants should have qualifications relevant to the post for which they are applying in addition to industrial/commercial and/or teaching experience.

Salary Scales:
Lecturer I—£1,860-£3,633
Lecturer II—£2,070-£4,476

Application forms and further details may be obtained from the Chief Administrative Officer, Worcester Technical College, Deansway, Worcester, WR1 4JX, by telephone call to Boxworth 72734, or by personal visit. Completed application forms should be returned to the Principal, Worcester Technical College, Deansway, Worcester, WR1 4JX, by 18th May, 1975.

COUNTY OF SOUTH GLAMORGAN RUMNEY COLLEGE OF TECHNOLOGY

Two posts in the General Studies Department are available for September, 1975:—

75/1 LECTURER I IN ENGLISH

To share in the teaching of G.C.E. "O" and "A" level work and to teach English to Secretarial, Commercial and Nursing courses. An interest in Drama or Music will be an advantage.

75/2 LECTURER I IN LIBERAL STUDIES

To teach Liberal Studies and some Art to courses throughout the College. An ability to offer Music, Drama or Games will be an advantage.

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READING

erly applicants are invited to
 qualified in all the various fields
 of the health service. For more
 information, write to the
 in all the visiting. The
 application would work as a
 of a team of three persons for
 extending Health Visiting course.
 Application forms and literature
 can be obtained from the
 Registrar, Health Service
 6, New Kings Road, London E
 8. The closing date for applica
 13 days of the appearance of
 advertisement.

READING
 READING, COLLEGE OF
 READING, ENGLAND
 DEPARTMENT OF BUSINESS A
 SOCIAL STUDIES
 Applications are invited for 1

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READING
READING COLLEGE OF
TECHNOLOGY
DEPARTMENT OF READING A
AND B
Applicants are invited for the
following posts at READING COLLEGE
1. Two posts to teach FIFTY
THE HEATING AND VENTILATION
SECTION.
2. Two posts to teach CAMPAIGN
JOINED IN THE FISHER CRAFT
SECTION.
3. One post to teach CRAFT
TECHNIQUES IN ALL OF THE
COURSES.
Applicants for all posts should
have had suitable industrial and
teaching experience.

EL 8440 - 21.55 hrs/week
 on the scale dependent on m
 in addition a third course
 payment of £221 p a
 which forms and further
 regulars obtain from the
 Reading Reading Real 412,
 King's Road, Reading RG1 412,

READING
READING COLLEGE OF
TECHNOLOGY
DEPARTMENT OF SCIENCE
MATHEMATICS AND COMPU
 Applications are invited for the
 following posts:
 (1) LECTURER, Grade 1 in the
 O.N. scale to teach mainly at U.K.E
 (2) LECTURER, Grade 1 in the
 O.N. scale to teach mainly at U.K.E

Further practice and practical
experience is available through
the arrangement of this department
at the University of the West of
England, Bristol, the West of
England College of Technology,
Bristol, and the University of
Bristol.

Satisfactory, according to requirements, and qualifications, either \$1,000 to \$2,000, or \$2,000 to \$4,000, or \$4,000 to \$6,000.

Further particulars and terms of application may be obtained from the Principal.

SANDWELL
 (Metropolitan Borough of)
WARLEY COLLEGE OF TECHNOLOGY

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Salary in accordance with the
Grade of position, not less than
\$1,200.00 monthly, and not more
than \$1,500.00 per annum.

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OVERSEAS
Appointments
continued

SWEDEN

Four posts available in F.T.I. in Southern Sweden 1977-78. No previous experience in F.T.I. necessary but only qualified teachers need apply.
Salary: 18,000 Sw. cr. per annum inclusive of housing, pension, and other benefits. Teaching September till May. Adult classes.
With letter of application, giving full curriculum vitae, your interests, and names of two referees to Director of Studies, F.T.I., English Centre, Strandgatan 8, S-211 34, Malmö, Sweden.

SWITZERLAND
HEADMASTER for English co-educational boarding school, ages 11 to 19, for September 1978. Applicants must be British, Swiss and 15, have a university degree, good teaching experience, and interest in the whole school.
Salary: 18,000 Sw. cr. per annum inclusive of housing, pension, and other benefits. Teaching September till May. Adult classes.
With letter of application, giving full curriculum vitae, your interests, and names of two referees to Director of Studies, F.T.I., English Centre, Strandgatan 8, S-211 34, Malmö, Sweden.

SPAIN
Young TEACHERS required, qualified or experienced, to teach in the 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th, 13th, 14th, 15th, 16th, 17th, 18th, 19th, 20th, 21st, 22nd, 23rd, 24th, 25th, 26th, 27th, 28th, 29th, 30th, 31st, 32nd, 33rd, 34th, 35th, 36th, 37th, 38th, 39th, 40th, 41st, 42nd, 43rd, 44th, 45th, 46th, 47th, 48th, 49th, 50th, 51st, 52nd, 53rd, 54th, 55th, 56th, 57th, 58th, 59th, 60th, 61st, 62nd, 63rd, 64th, 65th, 66th, 67th, 68th, 69th, 70th, 71st, 72nd, 73rd, 74th, 75th, 76th, 77th, 78th, 79th, 80th, 81st, 82nd, 83rd, 84th, 85th, 86th, 87th, 88th, 89th, 90th, 91st, 92nd, 93rd, 94th, 95th, 96th, 97th, 98th, 99th, 100th, 101st, 102nd, 103rd, 104th, 105th, 106th, 107th, 108th, 109th, 110th, 111th, 112th, 113th, 114th, 115th, 116th, 117th, 118th, 119th, 120th, 121st, 122nd, 123rd, 124th, 125th, 126th, 127th, 128th, 129th, 130th, 131st, 132nd, 133rd, 134th, 135th, 136th, 137th, 138th, 139th, 140th, 141st, 142nd, 143rd, 144th, 145th, 146th, 147th, 148th, 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Education Overseas

Swaziland Secondary Teacher-Geography

To teach to 'O' level standards and undertake the usual extra-mural duties. Applicants, men only aged 23-55 and preferably married, must be trained graduates with the experience and ability to undertake the prescribed duties of the post. Appointments for 24-5 years.

Salary in range £2,617-£4,877 p.a. which includes an allowance, normally tax free, in range £1,088-£2,232 p.a. Entry into the salary scale is assessed in accordance with the number of completed years post-qualification practical teaching experience. Terminal gratuity 25 per cent.

Other benefits include free family passages, paid leave, children's education allowances and subsidised accommodation. Superannuation rights may be safeguarded. An appointment grant of up to £300 and an interest free car purchase loan of up to £900 may be payable in certain circumstances. Applicants should be citizens of the United Kingdom.

For full details and an application form please apply giving age, qualifications and experience to:

Appointments Officer,
Ministry of Overseas Development
Room 301, Eland House,
Stag Place, London SW1E 5DH

ADMINISTRATION Local Education Authority continued

LANCASHIRE EDUCATION AUTHORITY
BORNEO HALL,
BURNLEY, Lancashire
BB10 1JH
Tel: 0536 555555

Applications are invited for the post of **Assistant Headmaster** at Burnley Grammar School, Burnley. The successful candidate will be responsible for the day-to-day running of the school and will report to the Headmaster. He will be required to have a minimum of 10 years' experience of headship in a secondary school and to hold a degree in education or a related subject. He should also have a good knowledge of the curriculum and be able to work with staff and parents. The salary is £12,000 p.a. plus pension. Applications should be sent to the Director of Education, Burnley, by 15th May 1975.

NORTH YORKSHIRE EDUCATION AUTHORITY
TRAFFIC LIGHTS OFFICE,
100, BRIDGE STREET, LEEDS LS1 2JH
Tel: 0532 424242

Applications are invited for the post of **Assistant Headmaster** at North Yorkshire Secondary School, North Yorkshire. The successful candidate will be responsible for the day-to-day running of the school and will report to the Headmaster. He will be required to have a minimum of 10 years' experience of headship in a secondary school and to hold a degree in education or a related subject. He should also have a good knowledge of the curriculum and be able to work with staff and parents. The salary is £12,000 p.a. plus pension. Applications should be sent to the Director of Education, North Yorkshire, by 15th May 1975.

OXFORDSHIRE EDUCATION AUTHORITY
CITY AND COUNTY OFFICE,
100, BRIDGE STREET, LEEDS LS1 2JH
Tel: 0532 424242

Applications are invited for the post of **Assistant Headmaster** at Oxfordshire Secondary School, Oxfordshire. The successful candidate will be responsible for the day-to-day running of the school and will report to the Headmaster. He will be required to have a minimum of 10 years' experience of headship in a secondary school and to hold a degree in education or a related subject. He should also have a good knowledge of the curriculum and be able to work with staff and parents. The salary is £12,000 p.a. plus pension. Applications should be sent to the Director of Education, Oxfordshire, by 15th May 1975.

ADMINISTRATION Local Education Authority continued

LANCASHIRE EDUCATION AUTHORITY
BORNEO HALL,
BURNLEY, Lancashire
BB10 1JH
Tel: 0536 555555

Applications are invited for the post of **Assistant Headmaster** at Burnley Grammar School, Burnley. The successful candidate will be responsible for the day-to-day running of the school and will report to the Headmaster. He will be required to have a minimum of 10 years' experience of headship in a secondary school and to hold a degree in education or a related subject. He should also have a good knowledge of the curriculum and be able to work with staff and parents. The salary is £12,000 p.a. plus pension. Applications should be sent to the Director of Education, Burnley, by 15th May 1975.

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100, BRIDGE STREET, LEEDS LS1 2JH
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OXFORDSHIRE EDUCATION AUTHORITY
CITY AND COUNTY OFFICE,
100, BRIDGE STREET, LEEDS LS1 2JH
Tel: 0532 424242

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Swaziland Assistant Science Lecturer

At the Willem Pieter Training College to teach Science Lecturer 14 moves at an upgrading Teacher Course. Applicants must only aged 23-55 years and preferably married should be trained graduates or have lecturers capable of teaching in-Service Teacher Training Appointment 21/3 years.

Salary in range £2,617-£4,877 p.a. which includes an allowance, normally tax free in scale £1,088-£2,232 p.a. Entry into the salary scale is assessed in accordance with the number of completed years post-qualification practical teaching experience. Terminal gratuity 25 per cent.

Other benefits include free family passages, paid leave, children's education allowances and subsidised accommodation. Superannuation rights may be safeguarded. An appointment grant of up to £300 and an interest free car purchase loan of up to £900 may be payable in certain circumstances. Applicants should be citizens of the United Kingdom.

For full details and an application form please apply giving age, qualifications and experience to:

Appointments Officer,
Ministry of Overseas Development
Room 301, Eland House,
Stag Place, London SW1E 5DH

ADMINISTRATION Local Education Authority continued

LANCASHIRE EDUCATION AUTHORITY
BORNEO HALL,
BURNLEY, Lancashire
BB10 1JH
Tel: 0536 555555

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The British Council

Invites applications for the following posts:

Heads of English Departments (Bahrain)
Houba Boys and Isa Town Boys Secondary Schools
Graduates with teaching experience preferably in EFL. Men only.

Salary: £2,887-£4,054 p.a. tax free, approx.
Benefits: free furnished accommodation; overseas and children's allowances. Two-year contracts, renewable. 75 AS 55-56

Head of English Department (Yemen)
Al Thawra Secondary School, Taiz
Candidates, men only, with British educational background. Suitably qualified and experienced teacher. Degree and TEFL qualification desirable.

Salary: £2,818-£3,530 p.a. tax free, approx.
Benefits: free accommodation; overseas allowances. Two-year contract. 75 AS 103

Writer and Producer of English Language Television Programmes (Kuwait)
Ministry of Education (Audio-Visual Aids Department)
Candidates must have degree in English, 10 years' TEFL experience and 2 years' experience in TV production. Programmes will be at intermediate and secondary school levels.

Salary: £5,142 p.a. approx, tax free.
Benefits: free accommodation; annual passage-paid home leave. One-year contract, renewable (5 years' stay envisaged). 75 AS 4

Director of English Studies (Thailand)
DTEC Language Institute, Bangkok
Graduate with TEFL qualification and considerable experience. UK citizen.

Salary: £4,264-£5,524 p.a. approx.
Benefits: overseas and children's allowances; free accommodation; medical scheme; employers' portion of UK superannuation. Two-year contract, renewable. 75 BU 97

TEFL Adviser/Lecturer (Pakistan)
The People's Open University, Islamabad
Graduate with experience of TEFL and mass media. UK citizen.

Salary: in excess of candidate's present emoluments. Benefits: overseas allowance; education allowance; free accommodation; medical scheme. Two-year contract. 75 BU 52

TEFL Consultant (Thailand)
Faculty of Education, University of Khon Kaen
Graduate with relevant teaching experience and preferably TEFL qualification.

Salary: £2,746-£4,264 p.a. approx.
Benefits: overseas and children's allowances; free accommodation; medical scheme; employers' portion of UK superannuation. Two-year contract. 75 BU 9

Lecturer in English & Educational Studies (Seychelles)
Seychelles Teacher Training College, Mahe
To teach English to 'O' level and lecture in Educational Studies. Degree in English and teaching qualification essential. Experience in remedial or compensatory education desirable. Men or single women, preferably aged 25-50.

Salary: £2,268-£3,668 p.a. approx.
Benefits: tax free allowance approx £828-£1,514 p.a.; overseas and children's allowances; appointment grant; terminal gratuity. Two or three year contract. 75 BU 10

Lecturer in English (Solomon Islands)
British Solomon Islands Training College
Trained graduate with TEFL qualification and relevant experience. UK citizen.

Salary: £3,505-£5,350 p.a. approx.
Benefits: terminal gratuity; education allowance; government accommodation; medical benefits. Two-year contract initially. 75 BU 11

Teachers of English (Morocco)
Two Teachers for British Council Language Centre
Degree or Teachers Certificate with postgraduate qualification in TEFL.

Salary: £2,688 p.a. approx.
One-year contract, renewable. 75 CO 10/11

Teachers of English (Greece)
Anargyris School, Island of Spetsai
Small, independent boarding school for boys aged 10-18 years. Two Teachers of English.

Salary: £1,467 p.a. approx (under review).
Benefits: free board or rent allowance; annual bonus; employers' portion of contribution to British superannuation refunded. One-year contract. 75 AS 11/12

Teachers of English (Morocco)
Two Teachers for British Council Language Centre
Degree or Teachers Certificate with postgraduate qualification in TEFL.

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One-year contract, renewable. 75 CO 10/11

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AREA EDUCATION OFFICER

Applications are invited from graduates with good experience of teaching and educational administration for the post of Area Education Officer (Western Area) based at Bury St. Edmunds.

The salary will be within the PO3 grade, currently £5,967-£8,458 per annum plus threshold payments.

Further particulars and application forms (returnable as soon as possible) from the County Education Officer, County Hall, Ipswich (Tel. 55801).

Suffolk County Council

ROYAL COUNTY OF BERKSHIRE

Education Department, H.Q. Office, Reading

PROFESSIONAL ASSISTANT

Salary: £3,921-£4,413 (Including consolidated threshold payment) PO1(D)

Candidates should possess a good degree and have had teaching experience. There are four posts of Professional Assistants and holders of the posts have opportunities for experience in all sections of the Education Department's work.

Further details and application forms may be obtained from the Director of Education (SFM), Education Department, Kennel House, 80-82 King's Road, Reading RG1 3BL.

WILTSHIRE EDUCATION COMMITTEE

Adviser for Environmental & Rural Studies
(Post NA.75.114)

Adviser for Design and Craft Studies
(Post NA.75.115)

Applications are invited for the post of **Adviser for Environmental & Rural Studies** and **Adviser for Design and Craft Studies**. The successful candidate will be responsible for the day-to-day running of the school and will report to the Headmaster. He will be required to have a minimum of 10 years' experience of headship in a secondary school and to hold a degree in education or a related subject. He should also have a good knowledge of the curriculum and be able to work with staff and parents. The salary is £12,000 p.a. plus pension. Applications should be sent to the Director of Education, Wiltshire, by 15th May 1975.

Adviser for Environmental & Rural Studies
(Post NA.75.114)

Adviser for Design and Craft Studies
(Post NA.75.115)

Applications are invited for the post of **Adviser for Environmental & Rural Studies** and **Adviser for Design and Craft Studies**. The successful candidate will be responsible for the day-to-day running of the school and will report to the Headmaster. He will be required to have a minimum of 10 years' experience of headship in a secondary school and to hold a degree in education or a related subject. He should also have a good knowledge of the curriculum and be able to work with staff and parents. The salary is £12,000 p.a. plus pension. Applications should be sent to the Director of Education, Wiltshire, by 15th May 1975.

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ADMINISTRATION continued

BERKSHIRE
H.Q. OFFICE, 100, BRIDGE STREET, LEEDS LS1 2JH
Tel: 0532 424242

Applications are invited for the post of **Assistant Headmaster** at Berkshire Secondary School, Berkshire. The successful candidate will be responsible for the day-to-day running of the school and will report to the Headmaster. He will be required to have a minimum of 10 years' experience of headship in a secondary school and to hold a degree in education or a related subject. He should also have a good knowledge of the curriculum and be able to work with staff and parents. The salary is £12,000 p.a. plus pension. Applications should be sent to the Director of Education, Berkshire, by 15th May 1975.

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MANCHESTER
H.Q. OFFICE, 100, BRIDGE STREET, LEEDS LS1 2JH
Tel: 0532 424242

Applications are invited for the post of **Assistant Headmaster** at Manchester Secondary School, Manchester. The successful candidate will be responsible for the day-to-day running of the school and will report to the Headmaster. He will be required to have a minimum of 10 years' experience of headship in a secondary school and to hold a degree in education or a related subject. He should also have a good knowledge of the curriculum and be able to work with staff and parents. The salary is £12,000 p.a. plus pension. Applications should be sent to the Director of Education, Manchester, by 15th May 1975.

MANCHESTER
H.Q. OFFICE, 100, BRIDGE STREET, LEEDS LS1 2JH
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THE CORPORATION OF GLASGOW CARDONALD COLLEGE OF FURTHER EDUCATION

SENIOR COUNSELLOR-ADVISER TO WOMEN STUDENTS

Applicants are invited for the above full-time post. Candidates should have a teaching qualification appropriate to work in Further Education and should preferably have some teaching experience in Further Education. The successful candidate will be expected to have experience in advising on problems concerning their personal lives and careers, exercising an overall responsibility for the welfare of women students, and co-operating with the Principal on such matters as may arise with regard to the well-being of both staff and students.

The post is graded as Senior Lecturer 1 and the salary scale is £2,617 to £4,877 plus threshold payments. The salary will be given for approved previous experience.

Further particulars and application forms may be obtained from the Principal, Cardonald College of Further Education, 990 Mosspark Drive, Glasgow G52 3AY to whom completed forms should be returned by 15 May 1975.

ATV requires an additional Education Officer

The officer will be based in Birmingham and will assist generally with liaison work with schools throughout the Midlands area. He/she will discuss programmes with teachers and assist with the production of support and publicity material, but will not be directly concerned with programme production. Applicants must have good teaching experience. A current driving licence is required. Salary for the one year period £4,250. Application forms may be obtained by writing to:

Head of Staff Relations,
ATV Network Limited
ATV Centre
Birmingham B1 2JP

Child Care

LAKE DISTRICT
H.Q. OFFICE, 100, BRIDGE STREET, LEEDS LS1 2JH
Tel: 0532 424242

Applications are invited for the post of **Assistant Headmaster** at Lake District Secondary School, Lake District. The successful candidate will be responsible for the day-to-day running of the school and will report to the Headmaster. He will be required to have a minimum of 10 years' experience of headship in a secondary school and to hold a degree in education or a related subject. He should also have a good knowledge of the curriculum and be able to work with staff and parents. The salary is £12,000 p.a. plus pension. Applications should be sent to the Director of Education, Lake District, by 15th May 1975.

LAKE DISTRICT
H.Q. OFFICE, 100, BRIDGE STREET, LEEDS LS1 2JH
Tel: 0532 424242

Applications are invited for the post of **Assistant Headmaster** at Lake District Secondary School, Lake District. The successful candidate will be responsible for the day-to-day running of the school and will report to the Headmaster. He will be required to have a minimum of 10 years' experience of headship in a secondary school and to hold a degree in education or a related subject. He should also have a good knowledge of the curriculum and be able to work with staff and parents. The salary is £12,000 p.a. plus pension. Applications should be sent to the Director of Education, Lake District, by 15th May 1975.

LAKE DISTRICT
H.Q. OFFICE, 100, BRIDGE STREET, LEEDS LS1 2JH
Tel: 0532 424242

Applications are invited for the post of **Assistant Headmaster** at Lake District Secondary School, Lake District. The successful candidate will be responsible for the day-to-day running of the school and will report to the Headmaster. He will be required to have a minimum of 10 years' experience of headship in a secondary school and to hold a degree in education or a related subject. He should also have a good knowledge of the curriculum and be able to work with staff and parents. The salary is £12,000 p.a. plus pension. Applications should be sent to the Director of Education, Lake District, by 15th May 1975.

Professional Assistant

A Professional Assistant is required as one of a team of four professional assistants engaged in a variety of duties relating to the work of the three main branches of the Education Department—Schools, Premises, Higher and Further Education—and to the work of the advisory team engaged on school design.

The salary will be within the range of the scales for Senior Officers and Principal Officers (1-5) £3,555 to £4,413 according to qualifications and experience. The post carries a car allowance.

Removal expenses of up to £100, lodging and disturbance allowances will be paid in appropriate circumstances.

Application forms and further details are available from the Personnel Officer, County Secretary's Department, County Hall, George Row, Northampton, telephone 24455 and 2537. Completed forms should be returned by May 23, 1978.



Northamptonshire Education Department

City of Birmingham EDUCATION DEPARTMENT

CAREERS SERVICE

SENIOR CAREERS ADVISER

for Perry Bar Careers Centre

Salary Scale: £2,982-£3,201 p.a. plus Threshold Grade AP 5.

CAREERS ADVISERS

for Several Area Careers Centres

Salary Scale: £2,244-£2,880 p.a. plus Threshold Grade AP 3/4.

Candidates must possess (or expect to obtain) the Diploma in Vocational Guidance or a similar qualification.

Further particulars and application forms may be obtained from the Chief Education Officer, Administration Division, Margaret Street, Birmingham B3 3BU. Closing date for applications 23rd May, 1978.

There are schemes for the payment of removal expenses and mortgage facilities for staff. (V18532)

Youth and Community Service

The YOUTH AND COMMUNITY SERVICE in HILLINGDON offers opportunities to become involved in the development of the EDUCATION DEPARTMENT'S work in a staff team approaching 40 in number with considerable inter-dependence at professional level.

YOUTH & COMMUNITY SERVICES OFFICER
Soulbury £3,669-£4,221 p.a. incl.
Merit Maximum £4,911 p.a. incl.
In team of 6 responsible for all aspects of serving a highly developed and extensive service with target groupings 12-14, 14-16, 16-25, 25+. Ref. E/26/12X.

ORGANISER/MANAGER UNIT ONE
JNC 4(3) £3,495-£3,821 p.a. incl.
Merit Maximum £4,332 p.a. incl.
Most senior field post in the service with key role to play in reaching young adults over 16 in a "non-commitment" organisation in Uxbridge, with full-time catering service Ref. E/26/13X.

ORGANISER GROUP ACTIVITIES
JNC 4(1) £3,327-£3,663 p.a. incl.
Merit Maximum £4,137 p.a. incl.
Team of 3 at ICKENHAM CENTRE (incorp. COMPASS THEATRE) with chance to be involved in wide range of activities. Large extension under construction. Ref. E/26/14X.

TRAINER YOUTH WORKERS
AP 1/4 £2,100-£3,372 p.a. incl.
Grade dependent upon experience.
Several posts for graduates (post-1973) seeking training prior to secondment on 1 year post-graduate training in education; or adults seeking pre-college work experience; or adults seeking day-release for qualifying studies. Ref. E/26/15X.

Merit maxima beyond substantive grade are available under the Council's Career Development Scheme.

Fringe benefits, including 75% removal expenses, lodging allowance, 100% legal fees incurred in house purchase, up to a maximum of £400, in appropriate cases.

Application forms, further particulars and job specifications available from Personnel Officer, Hillingdon Education Department, County Hall, Bedford Square, Bedford, Bedfordshire, MK43 9JL. Telephone 24455 and 2537. Closing date 23 May 1978.

HILLINGDON

Educational Psychologists

SANDWELL

Metropolitan Borough of Sandwell
EDUCATION DEPARTMENT
CHILD PSYCHOLOGY SERVICE

EDUCATIONAL PSYCHOLOGIST
Sandwell Education Department has a vacancy for an Educational Psychologist to work on a part-time basis. The post holder will be responsible for the assessment and advice on educational problems of pupils in the Sandwell area.

Applicants should have a degree in Psychology, or a degree in Education with a specialisation in Educational Psychology, and a minimum of three years' experience in the field of educational psychology. The post holder will be responsible for the assessment and advice on educational problems of pupils in the Sandwell area.

Examiners

EAST MIDLAND REGIONAL EXAMINATIONS BOARD

Certificates of Secondary Education (CSE) and General Certificate of Education (GCE) examinations are held annually in the East Midlands region. The Board is seeking experienced examiners for the following subjects: English, Mathematics, Science, History, Geography, Modern Languages, Music, Art, and Physical Education. Applications should be sent to the Secretary, East Midlands Regional Examinations Board, 100, Victoria Road, Nottingham NG1 1JL.

LONDON THE UNIVERSITY OF THE DISTRICT OF COUNCIL

GENERAL CERTIFICATE OF EDUCATION (GCE) EXAMINATIONS
The Council is seeking experienced examiners for the following subjects: English, Mathematics, Science, History, Geography, Modern Languages, Music, Art, and Physical Education. Applications should be sent to the Secretary, University of the District of Council, 100, Victoria Road, Nottingham NG1 1JL.

LONDON THE UNIVERSITY OF THE DISTRICT OF COUNCIL

GENERAL CERTIFICATE OF EDUCATION (GCE) EXAMINATIONS
The Council is seeking experienced examiners for the following subjects: English, Mathematics, Science, History, Geography, Modern Languages, Music, Art, and Physical Education. Applications should be sent to the Secretary, University of the District of Council, 100, Victoria Road, Nottingham NG1 1JL.

ROYAL SOCIETY OF ARTS EXAMINATIONS BOARD

Applications are invited for the following subjects: English, Mathematics, Science, History, Geography, Modern Languages, Music, Art, and Physical Education. Applications should be sent to the Secretary, Royal Society of Arts Examinations Board, 100, Victoria Road, Nottingham NG1 1JL.

THE ASSOCIATED EXAMINING BOARD

Applications are invited for the following subjects: English, Mathematics, Science, History, Geography, Modern Languages, Music, Art, and Physical Education. Applications should be sent to the Secretary, The Associated Examining Board, 100, Victoria Road, Nottingham NG1 1JL.

SOUTHERN REGIONAL EXAMINATIONS BOARD

Applications are invited for the following subjects: English, Mathematics, Science, History, Geography, Modern Languages, Music, Art, and Physical Education. Applications should be sent to the Secretary, Southern Regional Examinations Board, 100, Victoria Road, Nottingham NG1 1JL.

SOUTHERN REGIONAL EXAMINATIONS BOARD

Applications are invited for the following subjects: English, Mathematics, Science, History, Geography, Modern Languages, Music, Art, and Physical Education. Applications should be sent to the Secretary, Southern Regional Examinations Board, 100, Victoria Road, Nottingham NG1 1JL.

THE ASSOCIATED EXAMINING BOARD

Applications are invited for the following subjects: English, Mathematics, Science, History, Geography, Modern Languages, Music, Art, and Physical Education. Applications should be sent to the Secretary, The Associated Examining Board, 100, Victoria Road, Nottingham NG1 1JL.

ANCILLARY SERVICES

Applications are invited for the following subjects: English, Mathematics, Science, History, Geography, Modern Languages, Music, Art, and Physical Education. Applications should be sent to the Secretary, Ancillary Services, 100, Victoria Road, Nottingham NG1 1JL.

EDINBURGH THE UNIVERSITY OF THE DISTRICT OF COUNCIL

Applications are invited for the following subjects: English, Mathematics, Science, History, Geography, Modern Languages, Music, Art, and Physical Education. Applications should be sent to the Secretary, University of the District of Council, 100, Victoria Road, Nottingham NG1 1JL.

LEICESTERSHIRE EDUCATION DEPARTMENT

Applications are invited for the following subjects: English, Mathematics, Science, History, Geography, Modern Languages, Music, Art, and Physical Education. Applications should be sent to the Secretary, Leicestershire Education Department, 100, Victoria Road, Nottingham NG1 1JL.

SOMERSET COUNTY COUNCIL

Applications are invited for the following subjects: English, Mathematics, Science, History, Geography, Modern Languages, Music, Art, and Physical Education. Applications should be sent to the Secretary, Somerset County Council, 100, Victoria Road, Nottingham NG1 1JL.

WILTSHIRE EDUCATION DEPARTMENT

Applications are invited for the following subjects: English, Mathematics, Science, History, Geography, Modern Languages, Music, Art, and Physical Education. Applications should be sent to the Secretary, Wiltshire Education Department, 100, Victoria Road, Nottingham NG1 1JL.

WILTSHIRE EDUCATION DEPARTMENT

Applications are invited for the following subjects: English, Mathematics, Science, History, Geography, Modern Languages, Music, Art, and Physical Education. Applications should be sent to the Secretary, Wiltshire Education Department, 100, Victoria Road, Nottingham NG1 1JL.

EDUCATIONAL PSYCHOLOGIST

(Post E271)

(NORTHERN AREA BASED AT LOWESTOFT)

Applications are invited from suitably qualified persons for the post of Educational Psychologist for the above appointment which will date from the 1st September, 1978. Candidates should possess an Honours Degree in Psychology or its equivalent, post-graduate training as a psychologist and preferably teaching experience and teacher training.

Salary will be in accordance with the Educational Psychologists' Scale of the Southbury Scale (points 15-17) currently £3,861-£4,701.

Generous fringe benefits, e.g., removal expenses, setting in allowances will be payable in appropriate circumstances.

Application forms and further particulars may be obtained from the County Education Officer, County Hall, St. Helen's Street, Ipswich, IP4 2JS, to whom they should be returned as soon as possible.

Suffolk County Council

WALSALL METROPOLITAN BOROUGH WEST MIDLANDS COLLEGE OF EDUCATION

Appointment of

Deputy Senior Administrative Officer

Applications are invited from suitably qualified persons with good administrative and financial experience for appointment to this post. Salary A.P.5 £3,213-£3,629 per annum with car allowance.

Further particulars and forms of application may be obtained from the undersigned to whom they should be returned by Wednesday, 28th May, 1978.

The Principal,
West Midlands College of Education
Corway Road, Walsall WS1 1BD

Senior Careers Officer

£3,474-£3,693 plus

Applicants should be qualified Careers Officers with substantial experience in the service of graduates or similarly qualified person trained in vocational guidance techniques who have been employed in career advisory work. The successful applicant will have special responsibility for guidance to the academically more able.

The following will be considered in appropriate cases: mortgage facilities, legal expenses up to £300, removal expenses from 70-100 per cent and lodging allowance of up to £7.50 a week. Application forms and further details are available from the Director of Education, Station House, London Road, Morden, SM4 6DR (telephone 01-842 8101). Quote post No. D008.

London Borough of MERTON



Senior Administrative Officer

AP5/601
£3,211-£3,802

Applications are invited from suitably qualified persons for the post of Senior Administrative Officer for the Cheshire County Council. The post holder will be responsible for the day-to-day running of the Council's administrative services.

Application forms are available from the District Education Officer, Cheshire County Council, Delamare House, Delamare Street, Macclesfield, Cheshire. Closing date May 21.

Applications are invited from suitably qualified persons for the post of Youth Leader for the Cheshire County Council. The post holder will be responsible for the day-to-day running of the Council's youth services.

Application forms are available from the District Education Officer, Cheshire County Council, Delamare House, Delamare Street, Macclesfield, Cheshire. Closing date May 21.

J.N.C. Conditions apply and salary is Range 3.

Application forms and further details are available from the District Education Officer, Cheshire County Council, Delamare House, Delamare Street, Macclesfield, Cheshire. Closing date May 21.

LONDON BOROUGH OF REDBRIDGE OF REDBRIDGE Assistant Education Officer (BUILDING AND DEVELOPMENT)

P.O.2/4 £5,212 to £5,787 (including London weighting and threshold). To head a team responsible for planning school and college building requirements in this Authority in north-east London. Following a plan to reorganise secondary education, we are engaged in an extensive building programme, and the post offers considerable scope for initiative. The team works in consultation with local headteachers, the borough's educational advisers and legal, technical and administrative departments, and the D.E.S. Applicants should have varied teaching experience, a good honours degree, and administrative experience in an Education Department.

Fringe benefits include assistance with removal and resettlement expenses, essential user car allowance, and local authority housing or mortgage facilities. Application forms and further details from Chief Education Officer, Education Office, P.O. Box 11, 255-259 High Road, Ilford, Essex IG1 1NN, returnable by May 19, 1978.

CYNON VALLEY BOROUGH COUNCIL CYNOR BWRDEISTREF CWM CYNON

Department of Amenities and Recreation

Appointment of Coaching Organizer

Applications are invited from persons who are suitably qualified and experienced in the field of recreation for appointment to the above post, which will be based at the Michael Robert Sports Centre, Aberdare.

Applicants should have a wide experience and knowledge of indoor and outdoor recreational activities, and the holding of suitable coaching awards or certificates is essential. The person appointed will be responsible, in particular, for the organization of all controlled coaching courses and classes and for actual coaching in appropriate activities. In addition, he will be required to participate in the general management duties at the council's recreation centres. The hours of work will vary to meet demand but will inevitably involve regular evening and weekend work.

Salary will be paid in accordance with A.P. Grade 2 (£2,154-£2,418 p.a.) and the appointment will be subject to the scheme of conditions of service of the N.I.C. for local authorities' A.P.T., etc., services; to the Local Government Superannuation Act; to medical examination; and to termination in accordance with the Contracts of Employment Act, 1972, but with a minimum of one month's notice on either side.

Application forms may be obtained from the undersigned, to whom they must be returned by 19th May, 1978.

N. STONE, Director of Administration

ISLE OF WIGHT COUNTY COUNCIL

Careers Officer

(AP 3/5)

Salary—£2,475—£3,431

This post will provide an excellent opportunity for a Careers Officer looking for a second post, and will give an enthusiastic person the chance to participate in the development of the service.

In addition to duties under the Employment and Training Act, it is the intention of the Careers Service to organise centrally a Work Experience Scheme for the Island. D.E.V.A.T. Battery is also being introduced.

The Headquarters of the Careers Service are housed in a specifically adapted centrally situated accommodation in the County Town of Newport.

Amongst the facilities is a Careers Resources Centre for use both by Careers Officers and members of school staff.

The Council offers a generous scale of assistance with removal and other expenses, and may be able to offer temporary accommodation. Application forms and further details from Personnel Officer, County Hall, Newport, Isle of Wight, to be returned by May 18, 1978.

Requests for application forms should be accompanied by 10p stamp p.p.

Adviser for Physical Education £4,633-£5,203

A female adviser is required from 1st September, 1978, to cover the complete range of physical education activities in all the Borough's Schools.

Essential car user allowance.

Reasonable removal expenses reimbursed, lodging allowance up to £10 per week and up to £500 towards legal and estate agents fees may be payable.

Further details and application form from the Personnel Manager (quoting reference TES/CS/6), London Borough of Harrow, P.O. Box No. 57, Civic Centre, Station Road, Harrow, HAT 2XF, returnable within 14 days



METROPOLITAN BOROUGH OF WIGAN EDUCATION COMMITTEE Teacher/Adviser for Drama

SCALE 3 (New Scales)

Based at the new Linacre Theatre which is part of Mesnes High School in Wigan town centre, the Teacher/Adviser will work closely with the Authority's English Adviser, to foster the development of Drama in schools on a wide front, via a variety of projects, in-service courses for teachers and the full development of the Linacre Theatre as a focus for Drama work.

The working week will be divided equally between the above duties and the teaching of Drama to Mesnes High School pupils.

Application forms and further details from the Director of Education, Civic Centre, Millgate, Wigan. Closing date 16th May.

PRINCIPAL CAREERS OFFICER

Salary up to £4,767 per annum, including London Weighting and Threshold Payments Plus Car Allowance

Applicants are invited from suitably qualified persons. Candidates should have had substantial experience in the careers service of a local education authority. Salary Scale £5,212 to £5,787 per annum, including London Weighting and Threshold Payments. In an appropriate case, consideration will be given to temporary housing and grants towards removal and lodging expenses.

CROYDON

Telephone 01-086 4433 extension 2253 or write to the Director of Education (P.M.O.), Taberna House Park Lane, Croydon, CH0 1TP, for further particulars and an application form. This is a redeployment and candidates who applied previously will automatically be considered. Closing date: 20th May, 1978.

SENIOR CAREERS OFFICER

£3,472-£3,691 p.a. inc. (Merit Maximum under Career Development Scheme: £4,063 p.a. inc.)

Required from 1 June, 1978, to be responsible for the more academically able pupils in comprehensive and other schools in the Borough. At least two years previous experience in the Careers Service is desirable. The team approach is encouraged in Hillingdon and applications are sought from candidates who have experience or wish to develop in this direction. The Careers Service organises an annual conference on Higher Education at Brunel University, which is within the Borough, and also organises sixth form Work Experience Schemes Ref: E/26/8X.

Fringe benefits, in approved cases, include 75 per cent removal expenses, 100 per cent legal fees incurred in house purchase and lodging allowance. Car allowance payable.

Application forms and further particulars from: Personnel Officer, Belmont House, 38 Market Square, Uxbridge, Middlesex, UB8 3TR. Telephone: Uxbridge 52281. Extension 28, quoting vacancy reference.

HILLINGDON Closing date: 23 May, 1978.

CAREERS SERVICE

Applications are invited for the following posts:

CAREERS OFFICER

£2,944-£2,880 plus Threshold

Based in Dunstable Training for the Careers Service Essential

TRAINEE CAREERS OFFICER

Up to £1,835 (according to qualifications and experience) plus Threshold

Applicants for this post should hold qualifications acceptable to the Youth Employment Service Training Board, and be prepared to undertake a one year full-time training course for the Careers Service. Preference given to applicants who have had a minimum of one year's full time employment.

Further particulars, application forms and details of fringe benefits available from the Personnel Officer, County Hall, Bedford, Bedfordshire, MK43 9JL. Telephone 24455 and 2537. Closing date 23rd May.

BEDFORDSHIRE

